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ABSTRACT

This guide is intended to assist planners of job training programs in understanding the connections between the Carl D. Perkins Vocational Education Act and the Job Training Partnership Act (JTPA) and coordinating programs that receive funds under either or both of the acts. The first section presents overviews of both acts and a chart comparing their features. The flow of funds and allocations and discretionary funds of both acts are explained next. The section on delivery outlines state and local responsibilities for administering and implementing each of the acts. Each act's eligibility determination, limitation on uses, matching requirements, and other provisions are covered in a section on activities. The final two sections deal with the acts' provisions regarding planning and accountability. Appendixes include organizational charts of the Texas Higher Education Coordinating Board, the Community Colleges and Technical Institutes Division, the Texas Department of Community Affairs, and the Training and Employment Development Division; a map of Texas public community colleges and technical institutes; a list of contact persons at public postsecondary vocational education institutions; a map of Texas JTPA service delivery areas; a list of contact persons in the job training delivery system; an outline of federal vocational education resources; an explanation of the secondary and postsecondary split of vocational education allotments; and an outline of JTPA funding resources. (MN)

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Dear Colleague:

In the interest of promoting joint planning and utilization of training resources, we are sending you complimentary copies of "Navigating the Labyrinth: The Connection Between the Carl D. Perkins Vocational Education Act and the Job Training Partnership Act," jointly developed by the Texas Higher Education Coordinating Board and the Texas Department of Community Affairs. Our intent is to facilitate coordination and cooperative venturing by providing technical assistance to the vocational education and job training systems at the state and the local levels.

Texas Education Agency (TEA) participated in the planning of this document and also developed another focused on serving youth. TEA will be sending you a copy of "A Guide for Funding At-Risk Youth Programs with Carl Perkins and Job Training Partnership Act Funds" as soon as it is printed.

Our next phase of technical assistance to postsecondary institutions and service providers will be regional workshops to convene local job training and vocational education staff to discuss the technicalities of these programs and to engender the development of comprehensive strategies for training the target populations for jobs in the community.

Workforce preparation will play a pivotal role in our state's economic recovery. Our hope is that you will find the information in this book helpful in creating innovative solutions to serve the special education needs of the jobless and the disadvantaged to gain access to gainful employment in the new economy.

Should you have questions regarding this technical assistance effort, please feel free to contact the Texas Department of Community Affairs or the Texas Higher Education Coordinating Board.

Cordially,

Kenneth H. Ashworth
Commissioner of Higher Education
Texas Higher Education
Coordinating Board

Willie L. Scott
Executive Director
Texas Department of
Community Affairs

KHA:st

ASSEMBLING YOUR COPY OF

"NAVIGATING THE LABYRINTH"

"Navigating the Labyrinth: The Connection Between the Carl D. Perkins Vocational Education Act and the Job Training Partnership Act" was printed to fit into a 1½" or 2" three-ring binder with plastic insert covers. The printed cover, spine and back may be cut to fit a variety of notebook brands.

Note that we have also provided you with labeled dividers for ease of organization. Several of the dividers do not have printed materials in this packet. Our intent is for you to make this a "working document" by contacting your local private industry council(s) staff to get a copy of (1) the Job Training Partnership Act (amended 1986), and (2) the local job training plan(s) from the service delivery area(s) near your institution. You should also insert updated copies of your annual plan for your Carl Perkins allocations and the Carl Perkins Act.

As the materials are changed, we will be sending you replacement pages, with instructions for insertion. We hope you will use this book to learn about these programs and how they can interact, especially in expanding training and services to special populations. Our next publication will be a collection of model projects using both JTPA and Perkins Act funds. With these two documents, we hope we can facilitate local communities developing innovative and flexible programs tailored to the demands of the local labor market. Should you have any questions about the materials, or should you like in-service training on the materials, please contact Tish Petrossian or Robin Roberts at (512) 462-6300.

NAVIGATING THE LABYRINTH

The Connection Between

The Carl D. Perkins Vocational Education Act

and

The Job Training Partnership Act

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Sponsored By:

Texas Higher Education Coordinating Board
and
Texas Department of Community Affairs

August, 1987

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From Job Training	From Vocational Education
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PREFACE

Coordination of programs assisted by the Carl D. Perkins Vocational Education Act and the Job Training Partnership Act has been established as a high priority at the national level. This is a result of the converging of goals of these two federal programs. Toward this end both statutes contain several mechanisms designed to encourage joint planning and coordination.

This concept of joining the efforts of the two systems is not new; it actually dates from the establishment of a parallel, sometimes duplicative delivery system for training, starting with the Manpower Development and Training Act of 1962, followed by the Economic Opportunity Act (1964) and the larger Comprehensive Employment and Training Act of 1973. Job training systems were developed largely as a perception that the existing vocational education system had failed to respond to the needs of disadvantaged youth and adults. The current enabling legislation for these programs now target similar client groups and are focused on preparing the American workforce for the job skills needed to compete in today's global economy.

The current administration budget for Program Year 1988 recommended a rescission of $430 million (approximately 50%) of the PY 1987 Carl D. Perkins funds and further proposed to end all federal vocational education funding beginning in PY 1988. Although the rescission request was rejected, this second attempt by the administration to reduce or eliminate federal vocational education may prompt discussion about accountability and more efficient coordination between vocational education and job training.

The national imperatives have transferred to Texas due to the State's current economic transition. Dwindling federal resources and a sharp reduction in general revenues force state government to review programs for maximizing benefits and minimizing the need for more state taxes to make up the federal shortfall. The current emphasis on making the Texas economy competitive by diversification will require a concomitant commitment to training the workers for those new jobs. Texas will have to turn its attention from its natural resources to the development of its human resources; two viable sources of funds to accomplish that are the Carl D. Perkins Vocational Education and Job Training Partnership Acts.

To date our record at coordination has been very poor. Numerous factors that have contributed include (1) the complexity of the two programs; (2) the difficulties of aligning the state-local systems with programs that were directed previously at the federal level; (3) the lack of experience and resources in the public schools for meeting the needs of the disadvantaged; (4) the fact that independent systems are often perceived to be easier to manage, and (5) the fact that planning processes and timelines differed substantially.

Recent reviews of coordination between these systems conducted by the National Center for Research in Vocational Education identified

circumstances that can impede coordination. Many of these are evidenced in Texas today:

1. Public education has undergone a major reform, creating confusion about roles and responsibilities for job preparation;
2. Local situations in which staff to the JTPA private industry council feel hostility toward schools, essentially due to the previous lack of contact or information-sharing between the two systems;
3. General misunderstanding on the part of staff from both programs regarding the JTPA performance standards;
4. Schools are too rigid to accommodate programs that respond quickly to the needs of the labor market;
5. Complex budgeting and eligibility determination systems that create a burden for the school operating a JTPA program;
6. Service delivery areas that include a number of schools/community college districts but have traditionally dealt solely with one school/community college thus creating a negative environment for coordination with other schools/community colleges.

The current literature suggests that these hurdles can be overcome through technical assistance from the state to the local providers of job training and education services. Coordination will only be possible by raising the consciousness of all the actors and by building the capacity of the professionals to plan together at the local level. **The law only provides the opportunity for coordination; its accomplishment will be determined by the commitment of key individuals at the local level.** The state therefore should make every effort to create the environment that is conducive to coordination by educating the two systems about their respective programs and by providing incentives for coordination.

Toward that end, the Texas Higher Education Coordination Board and the Texas Department of Community Affairs agreed to jointly develop a technical assistance guide for use by local planners and administrators to combine resources from the Carl D. Perkins Vocational Education Act and the Job Training Partnership Act for development of comprehensive job preparation activities for disadvantaged adults and at-risk youth. The purposes of this coordination are:

1. To extend services to additional eligible persons who may not be served with funds from either program alone;
2. To improve the quality and diversity of services to better meet the employment needs of youth and adults;
3. To develop cost-effective programs that are co-funded and thus reduce expensive duplication; and
4. To create more support from the private sector for both programs.

Therefore Navigating the Labryinth: The Connection Between The Carl D. Perkins Vocational Education Act and The Job Training Partnership Act was developed under the advice of a steering committee composed of members of the vocational education and the job training systems, both

from the state and the local levels. Thanks to this group for the donation of their time, their suggestions for the contents and their final review of the draft document. It was established that this document would be compiled with the able assistance of those who would be most likely to benefit from it. We hope that it serves your needs. And more than that, we hope that it will promote joint planning and programming of vocational education and job training in your area.

Originally it was conceived that one document would be developed to explain the two pieces of legislation. Texas Education Agency opted to develop a separate document explaining the secondary vocational education and the JTPA systems. Thus this document gives some general features about the Carl D. Perkins Vocational Education Act and the Job Training Partnership Act, with greater emphasis on postsecondary vocational education and service to individuals over sixteen years of age. The Texas Education Agency in its publication will provide more information on special youth features of Perkins and JTPA.

This TAG describes the two programs including their respective delivery systems, planning processes and accountability systems and illustrates some of the opportunities for joint planning given the imperatives in Texas today. It also provides, in the appendices, lists of contacts at the state and the local levels which will assist you in beginning the joint planning process. The guide is meant for use by administrators, planners and staff of the vocational education and job training systems, in addition to local elected officials, private industry councils, state legislators, state advisory bodies and staff from the numerous state agencies that are involved with job training and education.

To support this information-sharing mechanism, the Coordinating Board is now planning to hold regional conferences throughout the state, bringing together administrators and planners from these two systems to learn more about these federal programs and to facilitate more use of these funds to develop comprehensive strategies to better serve our common target populations. Our last phase will involve the development of a document that contains an inventory of successful programs combining these resources. Examples will be drawn from Texas and other states.

Periodically, the document will be updated as warranted by changes in the systems and programs. Should you have questions about the contents we urge you to contact your state administering agency.

Chapter I

OVERVIEW

OVERVIEW COMPARISON

Carl D. Perkins Vocational Education Act and Job Training Partnership Act

	VOCATIONAL EDUCATION	JOB TRAINING
Legislative Authority	Carl D. Perkins Vocational Education Act (P.L. 98-524)	Job Training Partnership Act (P.L. 97-300)
Federal Agency	U.S. Department of Education	U.S. Department of Labor
State Recipient	State Board of Education	Governor
State Advisory Council	Advisory Council for Technical-Vocational Education in Texas (appointed by Governor until 1990, then appointed by State Board of Education)	Texas State Job Training Coordinating Council (appointed by the Governor)
State Administering Agency	• Texas Education Agency (secondary) • Texas Higher Education Coordinating Board (postsecondary)	Texas Department of Community Affairs (effective July, 1988 Texas Commerce Department)
State Plan	State Plan for Federal Vocational Education Funding (2 years)	Governor's Coordination and Special Services Plan (2 years)
Substate Delivery System	• 954 public secondary schools including Windham • 52 public postsecondary community colleges and technical institutes	• 34 Service Delivery Areas, each with a private industry council, contract recipient and administrative entity
Local Planning	• Annual local application sent to state administering agency after review by local JTPA administrative entity • Approval by state administering agency	• Local job training plan submitted to TDCA • Review by SJTCC, recommendation to Governor • Approval by Governor
Program Year	July 1–June 30	• July 1–June 30 (Title IIA) • October 1–September 30 (Title IIB)
Period for Fund Utilization	2 years (initial year of allocation plus one subsequent year)	3 years (initial year of allocation plus two subsequent years)
Funding Formula to State	50% = % of 15–19 years olds in state 20% = % of 20–24 years olds in state 15% = % of 25–65 years olds in state 15% = % of 15–65 years olds in state	IIA) {⅓ = # unemployed in state (+0.5%) and} {⅓ = # economically disadvantaged IIB) {⅓ = # excess unemployed (+4.5%) III) {% of unemployed in state {% of excess unemployed (+4.5%) {% of unemployed 15+ weeks
Performance Measures	• Approved vocational programs or adult courses with shown needs assessment • Education and training with career development and mobility potential • Basic, pre-employment, employability and work maturity skills as components of training • Articulation and transfer programs encouraged	• Adult entered employment rate • Adult cost per entered employment • Adult welfare entered employment rate • Average wage at placement • Youth positive termination rate • Youth cost per positive termination • Youth entered employment rate

OVERVIEW:
The Carl D. Perkins Vocational Education Act

The Carl D. Perkins Vocational Education Act of 1984, represents the federal government's most recent support for vocational education, which began in 1917 with the Smith-Hughes Act. In 1963, Congress enacted the Vocational Education Act, which was amended in 1978. With the Carl D. Perkins Act, the emphasis has been placed on 1) utilizing federal vocational education funds to enhance national competitiveness by contributing to the development of human capital to meet the demands of the labor market; 2) increasing service to populations that have previously been underserved in vocational education and 3) funding research and technical assistance to enhance effectiveness of programs. The federal commitment to vocational education is meant to leverage the larger state and local resources for vocational education and to fill gaps of the past. It is essential to remember that the federal contribution to vocational education only amounts to 9% of total vocational education funding. with state and local dollars providing the largest shares.

The new legislation lists nine purposes:

1. Assist states to expand, improve and modernize quality vocational education programs to meet the needs of the existing and future workforce;

2. Assure access to vocational education programs by special target groups previously underserved (handicapped, disadvantaged, men and women entering non-traditional occupations, single parents, homemakers, individuals with limited English proficiency, and incarcerated individuals);

3. Promote cooperation between public agencies and the private sector in preparing individuals for employment, and make vocational education more responsive to the needs of local labor markets;

4. Improve academic foundations of vocational students and assist in the application of newer technologies to employment and occupational goals;

5. Provide vocational education services to train, retrain and upgrade workers in new skills that are in demand;

6. Assist the most economically depressed areas of the state to raise employment competencies;

7. Assist states to utilize a full range of supportive services, special programs, guidance counseling and job placement;

8. Improve the effectiveness of consumer and homemaking education and reduce sex-role stereotyping in training and employment; and

9. Authorize National programs to meet vocational education needs and strengthen the vocational research process.

The Act has five major sections, with the thrust of the legislation being based in Title II and Title III:

Title I (Vocational Education Assistance to the States) outlines allocation formulas to the states, the funds distribution within a state and specifies organizational and planning responsibilities.

Title II (Basic State Grants) specifies the use by each state of its basic federal grant:

Part A (Special Populations) requires that 57% of Title II funds will be used to serve special populations:

Handicapped	10%
Disadvantaged (educationally and economically)	22%
Adults in Need of Training/Retraining	12%
Single Parents or Homemakers	8.5%
Individuals Participating in Programs to Eliminate Sex Bias or Stereotyping	3.5%
Institutionalized Criminal Offenders	1%

Part B (Program Improvement, Innovation and Expansion) requires that the remaining 43% of Title II funds be used for program improvement, expansion and innovation to vocational education.

Title III (Special Programs) authorizes additional special programs to be administered by states (some of which have not been funded yet by Congress*):

- o Community-Based Organization Programs
- o Consumer and Homemaking Education
- * o Adult Training, Retraining and Employment Development
- * o Comprehensive Career Guidance and Counseling Programs
- * o Industry - Education Partnership for Training in High Technology Occupations

Title IV (National Programs) outlines activities and programs to be funded by the Secretary of Education from discretionary funds:

Part A Research Activities (includes the National Center for Research in Vocational Education)

Part B Demonstration Programs

Part C National Occupational Information Data System

Part D National Council on Vocational Education

Part E Bilingual Vocational Training Programs

Title V (General Provisions) contains general administration provisions, definitions, transition provisions and amendments to other related federal legislation.

OVERVIEW:
The Job Training Partnership Act

In 1982, the federal government enacted the Job Training Partnership Act, following twenty years of federal involvement in job training programs. The first piece of legislation was the Manpower Development and Training Act of 1962, followed by the Economic Opportunity Act of 1964 (created the Job Corps and Neighborhood Youth Corps and authorized private sector on-the-job training), Emergency Employment Act (1971), Comprehensive Employment and Training Act of 1973 (consolidating a number of separate categorical programs into nationally directed programs administered by local prime sponsors) and its various amendments (Emergency Jobs and Unemployment Assistance Act of 1974; Youth Employment and Demonstration Projects of 1977; CETA Reauthorization Act of 1978). Federal involvement in job training programs began as a response to workers who were displaced by automation, but within a year the focus shifted to the disadvantaged.

Upon termination of CETA, the federal government passed the Job Training Partnership Act. This Act decentralized programs, by granting funds to Governors to be administered at the local labor market level, through joint partnership of the private sector and local elected officials. The thrust of these programs was to be classroom training, on-the-job training, summer youth enhancement programs, with special programs for older and dislocated workers. The new legislation does not permit public service employment (PSE) and requires the establishment of an accountability system (with incentives, technical assistance and sanctions provisions).

JTPA differs from previous legislation for job training in several key areas:

- Governors have responsibility for planning, managing and evaluating programs. Funds are administered by the state, not the U.S. Department of Labor.

- Governors have the opportunity to develop an integrated comprehensive system for meeting skill and other business needs of employers as well as training needs of citizens. The Act requires coordination of its programs with related human resource development programs (e.g. economic development, vocational education, rehabilitation, public assistance, employment service).

- The private sector is involved in the planning, management and evaluation of programs at the state and local levels.

- The program has a uniform system to measure program performance.

The purposes of the JTPA are to establish programs to prepare youth and unskilled adults for entry into the labor force and to afford job training to the economically disadvantaged and others who face serious barriers to employment.

The five major parts of the Act are:

Title I describes the state and local service delivery system.

Title II authorizes funds and sets out requirements for training services to be provided at the local level for economically disadvantaged adults and youth.

Part A has five sections:

- 78% Formula allocations to local service delivery areas
- 5% Allocation for state administration of JTPA
- 6% Funding for incentive bonuses to local areas that exceed performance criteria and funding for providing technical assistance to local areas that fail to meet performance criteria
- 3% Funding for programs to serve older workers (55+ years)
- 8% Funding for state education coordination

Part B authorizes formula allocated funds to local areas for provision of training and employment services to economically disadvantaged youth (ages 16-21; 14-15 year olds may also be served at discretion of local service delivery area).

Title III provides for state-administered training and employment services to workers that are dislocated. There are two sources of funds to serve these individuals:

Formula (75%) funds are distributed to each state using a formula (100% non-federal match applies).

Discretionary (25%) funds are retained by Secretary of Labor for application by states and local areas on needs basis (no match provision).

Title IV authorizes federally administered programs for:

- Native Americans and Migrant Workers
- Job Corps
- Veterans
- Labor Market Information
- National Commission for Employment Policy
- Training to Fulfill Affirmative Action

Title V contains miscellaneous provisions, including amendments to the Wagner-Peyser and Social Security Acts.

Chapter II

FUNDING

FUNDING:
The Carl D. Perkins Vocational Education Act

Under the Carl D. Perkins Act, the majority of the funds are allocated by formula to local public schools. Some discretionary funds for special initiatives are released through the state using a bid process.

FLOW OF FUNDS

Federal vocational education funds are allocated annually to the state by a formula run by the U.S. Department of Education. Funds are received by the State Board of Education, which then charges the Texas Education Agency to administer the funds. State law further requires that the portion of Carl D. Perkins Act funds for postsecondary schools be contracted to the Texas Higher Education Coordinating Board for use by community colleges, junior colleges, the Texas State Technical Institute System, the Texas Engineering Extension Service of Texas A&M University and Lamar University.

Carl D. Perkins funds that are allocated by formula to schools are released annually prior to the beginning of the planning cycle, when planning guidelines are also disseminated to schools.

Schools develop local applications (or local plans) based on their allocations. Upon approval of the application, the administering agency executes a contract with the school for provision of services.

ALLOCATIONS AND DISCRETIONARY FUNDS

State Allotment

Each state annually receives its allotment based on a formula that includes the following elements and percentages:

50% is based on state's percentage of 15-19 year olds
20% is based on state's percentage of 20-24 year olds
15% is based on state's percentage of 25-65 year olds
15% is based on state's percentage of 15-65 year olds

Each state allotment is then inversely weighted by a ratio of the state-to-national median cost per capita income, thus increasing the allotments to poorer states.

Within State Allocation

Each state is required to expend Title II funds according to the split established by the Act:

- Title IIA (Vocational Education Opportunities) to serve six special groups. This represents 57% of the total Title II funds allocated to the state, with funds specifically earmarked for:

1.	Handicapped	10%
2.	Disadvantaged	22%
3.	Adults in Need of Training or Retraining	12%
4.	Single Parents/Homemakers	8.5%
5.	Sex Equity/Stereotyping Elimination	3.5%
* 6.	Criminal Offenders	1%

(*Texas Education Agency retains these funds for distribution to the Windham Independent School District and the Texas Youth Council.)

There is a 100% non-federal funds match requirement for Handicapped. Disadvantaged and Adults funds. Both secondary and postsecondary institutions receive a portion of funds for parts 1-5 of Title IIA.

o Title IIB (Program Improvement, Innovation and Expansion) to improve and expand current programs under vocational education. This set aside represents 43% of all Title II funds allocated to the state.

o Title III (Special Programs) is authorized a level of funding annually by Congress; no formula is used. Two parts have been funded to date:

1. Community-Based Organizations provides funds for joint efforts between local schools and community-based organizations. Texas Education Agency administers 100% of these funds for release through competitive bid. Postsecondary institutions may submit proposals for these funds.

2. Consumer/Homemaking Education funds. Texas Education Agency administers 100% of these funds for formula allocation to secondary vocational education schools. None of these funds goes to postsecondary institutions.

Local Allocation

Title IIA

The Act requires that 100% of the Handicapped and Disadvantaged funds of Title IIA be distributed to schools (secondary and post secondary) using a two-part formula:

o Handicapped Formula:

- 50% of the allocation is based on the local school's share of economically disadvantaged students enrolled in the state during the period two years before.

- 50% of the allocation is based on the local school's share of handicapped students served in vocational education programs in the state during the period two years before.

- o Disadvantaged Formula:

  - 50% of the allocation is based on the local school's share of economically disadvantaged students enrolled in the state during the period two years before.

  - 50% is based on the local school's share of disadvantaged and limited English proficient students served in Vocational education programs in the state during the period two years before.

A portion of the funds earmarked for the disadvantaged must be used by schools for providing services to students with limited English proficiency in the same proportion as these students are represented in the population.

Each school's allocations for the following parts of IIA:

- o Adults In Need of Training
- o Single Parents/Homemakers
- o Sex Equity

are based on a formula that includes three local factors:

1. Relative financial ability of school
2. Number of high cost students
3. Relative number of individuals served in vocational education programs in the period two years before.

Title IIB

A portion of Title IIB Improvement, Innovation and Expansion funds is distributed to schools through a formula allocation that uses the three factors cited above for Adults, Single Parents, and Sex Equity funds.

Discretionary Funds

The remainder of Title IIB Improvements, Innovation and Expansion funds is released through a competitive bid mechanism to fund special state initiatives including:

- o personnel development
- o curriculum development
- o model programs
- o research and state-of-the art study

FUNDING:
The Job Training Partnership Act

The bulk of the Job Training Partnership Act funds is distributed to and administered at the local level. There are some funds that are available for discretionary state supported programs, released through a competitive bid process. In the majority of cases, even the release of JTPA discretionary funds in an SDA must involve the local private industry council during the planning stages.

FLOW OF FUNDS

The Congress annually appropriates funds to each state. Each state's share is calculated by the Department of Labor which then notifies the Governor's designated administering agency. Funds are formula allocated to service delivery areas or released through bid process to entities wishing to offer state supported special initiatives (e.g., Dislocated Workers or Older Worker programs). SDAs and state contractors may subcontract services as outlined in local job training plans or project proposals. Release of discretionary funds involves review by State Job Training Coordinating Council, which then makes recommendations to the Governor.

ALLOCATIONS AND DISCRETIONARY FUNDS

State Allotments

Annually each state receives an allotment of funds under Title IIA and under Title IIB based on a formula of three equally weighted factors of the State:

- ⅓ based on the number of substantially unemployed (i.e., where the unemployment rate is 6.5% or more)
- 1/3 based on the number of economically disadvantaged
- 1/3 based on the number of unemployed in excess of 4.5% of the civilian labor force (this is referred to as "excess unemployed")

Formula funds for Title III are allocated to the state based on a formula which involves three state factors:

- % of unemployed in the state
- % of excess unemployed (4.5% or more) in the state
- % of people unemployed for 15 or more weeks in the state

Formula Title III funds require 100% non-federal funds match; this can be adjusted downward when the State's unemployment rate is above the national average unemployment rate.

There are additional Title III funds available nationally on a competitive bid process. States must apply for such discretionary Title III funds to the Secretary of Labor. Discretionary Title III funds are awarded based on need and do not require any matching funds.

Local Allocations

Under Title IIA (78%) and IIB, each service delivery area receives its allocation based on the formula of three equally weighted factors:

- 1/3 based on number of substantially unemployed in the SDA (i.e., over 6.5% unemployment rate)
- 1/3 based on number of economically disadvantaged in the SDA
- 1/3 based on excess number of unemployed (4.5% unemployment or higher)

Each SDA also receives a portion of the Title IIA 8% (Section 123) funds using the formula cited above for Title IIA (78%) funds. There are minimum and maximum amounts for these 8% allocations.

Several SDAs also qualify to receive a formula allocations of Title III funds, based on the severity of worker dislocation. This is based on a formula that consists of five local economic conditions and is called the Area Sensitivity Quotient. These funds are contracted with the SDA contract recipient and require a local Title III plan. In the past these formula allocated funds have represented approximately 60% of each year's Title III allocation.

Discretionary Funds

A number of statewide initiatives are supported with funds that are released by the state administering agency through competitive bid process. These include:

- Title IIA 8% funds specifically for "at risk" youth and "hard-to-serve" adults

- Title IIA 3% funds for projects addressing the employment needs of economically disadvantaged older workers (55 years and older)

- Title III funds (released through identification by the Texas Rapid Response Team) to areas suffering from a high incidence of unanticipated layoffs or plant closings

The Texas Rapid Response Team consists of staff from several state agencies with resources to alleviate the problems associated with plant closings and layoffs. The member agencies are the JTPA administering agency (as lead), Texas Employment Commission, Department of Human Services, Texas Economic Development Commission, Texas Education Agency and Texas Higher Education Coordinating Board. It is the purpose of this group to bring state and federal resources to the community to address the many social and economic problems associated with worker dislocation.

Chapter III

SERVICE DELIVERY SYSTEMS

SERVICE DELIVERY SYSTEM:
The Carl D. Perkins Vocational Education Act

STATE

The administration of the Carl D. Perkins Vocational Education Act at the state level involves the State Board of Education, Texas Education Agency, Texas Higher Education Coordinating Board, and the Advisory Council for Technical-Vocational Education. This legislation provides more authority at the state level for program planning and oversight and places emphasis on coordination of vocational education programs with those of the Job Training Partnership Act.

State Board of Education

The recipient of the state's allotment under the Carl D. Perkins Act is the State Board of Education. The Board as the recipient has several responsibilities under the Act:

- designation of an administering agency to be responsible for governance of the vocational education program within the state
- ensuring the coordination of the development, implementation and submission of the state plan for federal vocational education funds, and evaluation of programs assisted with funds under the Act
- if the State Board is elected, appointing the members of the Advisory Council for Technical-Vocational Education (ACTVE)
- dêveloping the state plan for federal vocational education funds in consultation with ACTVE
- adopting such procedures as the Board considers necessary to implement state level coordination with the State Job Training Coordinating Council to encourage cooperation between the JTPA and vocational education programs
- designating a sex equity coordinator, responsible for ensuring that vocational education programs in the state meet the employment and education needs of women and for recommending policy to eliminate sex bias and stereotyping in vocational education program
- providing to each private industry council in the state a listing of all programs assisted with federal vocational education funds
- establishing, in consultation with the ACTVE, several technical committees to advise the Board and ACTVE on development of state-of-the-art curricula (membership on these committees must include representatives from the private sector)
- determining the split of Perkins funds between secondary and post-secondary institutions

Texas Education Agency and Texas Higher Education Coordinating Board

The State Board has designated the Texas Education Agency (TEA) to administer the Carl D. Perkins Vocational Education Act funds. State law requires that the portion of funds for postsecondary institutions must be administered by the Texas Higher Education Coordinating Board. Therefore, annually a contract is executed between TEA and the Coordinating Board describing the responsibilities of the Coordinating Board for administration of the post-secondary Perkins funds. For the period 7/1/86-6/30/87, the postsecondary share represented 36% of the funds. For the period ending 6/30/88 this will amount to 39% or approximately $22 million (see Appendices for chart of resources).

Each administering agency is responsible for:

- developing local application (plan) guidelines for schools applying for Perkins funds
- allocating funds promptly to schools in accordance with the state plan and the Act
- executing contracts with the schools for provision of services
- monitoring and evaluating schools and programs for compliance with state and federal laws
- developing management systems for reporting program performance, recordkeeping, fiscal management, fund accounting and disbursal, and audit
- developing requests for proposals for discretionary funds
- reviewing local applications (or plans) for allocated funds for compliance with criteria set in the State Plan for Federal Vocational Education Funding
- reporting to the State Board of Education, Governor, State Legislature, general public and Secretary of Education as needed
- developing listings of all programs funded under the Perkins Act for provision to all PICs in the state

Advisory Council for Technical-Vocational Education

The Advisory Council for Technical-Vocational Education (ACTVE) is the council which must be established to advise the State Board on programs funded under the Carl D. Perkins Act. The Act requires that if the Governor appoints the State Board, then the Governor also appoints the members of the ACTVE. If the State Board is elected, the Board makes the ACTVE appointments. Currently, the State Board is a transition body, appointed by the Governor, until 1990, at which time they will be elected. Thus the current ACTVE membership is composed of gubernatorial appointees.

Membership on the ACTVE is prescribed by the Act:

1. Membership must number thirteen

   Seven from private sector including
   --five from business, industry, agriculture (one of these must be a private sector representative on the State Job Training Coordinating Council)
   --two must be representatives of labor organizations
   Six others must be representatives from secondary and postsecondary institutions.

2. Chair must be from the private sector.

3. In appointing ACTVE members, due consideration should be given to members from the private industry councils of JTPA.

The responsibilities of the ACTVE are advisory and also established under the Act:

- meets with the State Board during the development of the state plan for federal vocational education funds

- advises the State Board and makes reports to the Governor, business community and general public on methods to strengthen and modernize vocational education

- analyzes and reports on distribution of spending for vocational education and availability of vocational education activities/services in the state

- furnishes consultation to the State Board on conduct of vocational education programs which emphasize use of business and labor organizations

- assesses distribution of financial assistance provided by Perkins funds, with particular attention given to the distribution between secondary and postsecondary programs

- recommends procedures to the State Board to ensure the participation of the private sector and labor organizations in local programs

- reports to the State Board on the extent to which special groups are given equal access to vocational education programs

- evaluates at least once every two years the vocational education programs provided under the Perkins Act and the JTPA in terms of their adequacy and effectiveness in achieving the purposes of the two Acts

- makes recommendations to the State Board on the adequacy and effectiveness of the coordination that takes place between the two programs

- o advises the Governor, State Board of Education, State Job Training Coordinating Council, Secretary of Education and Secretary of Labor on the findings of the evaluation and recommendations for improvement

LOCAL

Providers of programs and services supported with federal vocational education funds are public secondary (independent school districts) and post-secondary (community and junior colleges; Texas State Technical Institute System) schools. Each school annually receives its pro rata share of the Perkins funds that are allocated by formula. A local application (plan) then must be developed to describe how these funds will be used (see FUNDING and PLANNING sections for more information).

Under the Act, schools must:

- o submit annual local applications (plans) to the state administering agency
- o describe in the application how Perkins supported programs will be coordinated with local programs funded under JTPA and Adult Basic Education Act
- o make local applications available for review and comment by interested parties, including the local administrative entity under JTPA
- o determine eligibility of students for activities and services using funds of Title IIA for special populations

Schools are authorized to subcontract services and activities funded through the Carl D. Perkins Vocational Education Act at their discretion.

SERVICE DELIVERY SYSTEM:
The Job Training Partnership Act

STATE

The administration of the Job Training Partnership Act funds at the state level involves the Governor, state administering agency and State Job Training Coordinating Council.

Governor

These funds are received at the state level by the Governor, who then designates an agency to administer those funds. The Governor's responsibilities as the recipient are numerous under JTPA:

- o appoints members to the State Job Training Coordinating Council (SJTCC)
- o designates a chair to SJTCC
- o ensures membership of SJTCC meets the requirements of the law
- * o designates the substate service delivery areas (SDA)
- * o every two years prepares a state plan, or Governor's Coordination and Special Services Plan, for submittal to Secretary of Labor, describing uses of funds
- * o prepares annual goals and objectives for use in preparing local job training plans
- * o allocates funds to substate areas (SDAs)
- o establishes fiscal control and fund accounting procedures for state agency
- o certifies the local private industry councils (PICs)
- o submits reports to the U.S. Department of Labor
- o describes and maintains a management information system for all participants
- * o establishes a grievance system
- * o establishes a monitoring system
- * o develops a plan for Title III formula funds, showing match requirement and coordination with other related programs in state
- * o may apply for Secretary of Labor discretionary Title III funds
- o may use PIC to identify need for Title III programs
- * o may establish procedures to identify substantial groups of dislocated workers
- * o approves/disapproves local job training plans within 30 days of submission to Governor
- * o redesignates SDA if PIC and local elected official(s) fail to reach an agreement
- o determines appointments to PIC when local elected official(s) fail to agree
- * o prescribes variations to performance standards within parameters set by Secretary of Labor
- * o releases incentive grants to SDAs that exceed performance standards
- * o provides technical assistance to SDAs that fail to meet performance standards
- * o imposes sanctions against SDAs that fail performance standard(s) for two consecutive years

* o develops a plan for providing services to older economically disadvantaged workers
* o Consults PICs in selection of service providers for older worker programs
* o requires preparation of audit of each recipient of Title II and Title III funds and submits an audit report to the USDOL
  o may issue notice of intent to revoke approval of plan if audit reveals violation of the Act
  o repays to USDOL any amounts found to be out of compliance with Act
  o designates a state agency to administer the JTPA funds

(*Signifies responsibility is accomplished with advice of SJTCC.)

State Administering Agency

The state agency designated to administer the funds is the Texas Department of Community Affairs (TDCA). Effective July 1, 1988, the Texas Commerce Department will be the state JTPA administering agency. The designated state administering agency carries out the administrative requirements of JTPA for the Governor. These major functions are:

- o issuance of annual planning guidelines and instructions to SDAs
- o issuance of annual funding allocations to SDAs
- o interpretation of state policy
- o certification that PIC/local elected official agreements are executed and each SDA has an administrative entity and contract recipient
- o prompt disbursal of funds to service providers
- o review of local job training plans and development of recommendations to SJTCC
- o development and implementation of administrative systems (fiscal, management information, procurement, reporting, auditing, contracting, record-keeping) for service providers
- o provision of on-site technical assistance to service providers
- o monitoring service providers for compliance with law, regulations and state policy
- o development of requests for proposals for discretionary funds
- o negotiation and management of contracts
- o development of Governor's Coordination and Special Services Plan for SJTCC approval
- o processing modifications to local job training plans and contracts
- o preparation of reports to SJTCC, Governor, USDOL, State Legislature
- o establishment of complaint and grievance procedures
- o funding and managing model and demonstration programs
- o development and issuance of labor market information to local service delivery areas
- o provision of training for planning, management and delivery staffs of administrative entities, PICs and contractors to enhance program delivery

State Job Training Coordinating Council (SJTCC)

The State Job Training Coordinating Council advises the Governor on JTPA and related human resource development programs.

Membership requirements

- Third from business and industry
- 20% from state government
- 20% from local government
- 20% from eligible population, community-based organizations, organized labor and local education

Chair must be non-governmental representative.

The SJTCC may not operate programs that provide services to participants, but exists solely to plan, oversee and coordinate JTPA programs in the state. Under these three functions the Council has numerous responsibilities:

Planning Functions

- Recommends the Governor's Coordination and Special Services Plan
- Recommends the division of state into service delivery areas (SDAs)
- Plans resource allocations for JTPA funds not allocated by formula (Title IIA 6%, 3%, 5%, 8%; Title III; other funds applied for by state)
- Plans resource allocations of Wagner-Peyser 7(b) funds (employment service funds)
- Reviews and comments on the State Plan for Federal Vocational Education Funding (Perkins) and the State Plan for the Employment Service (Wagner-Peyser) and any modifications to these plans
- Reviews plans of all state agencies providing related employment and training services
- Identifies and implements methods for joint planning of programs carried out under the Carl D. Perkins Act and JTPA
- Consults with State Board of Education to ensure that JTPA Title III programs are coordinated with Carl D. Perkins Act programs

Oversight Functions

- Reviews the performance of programs conducted at local level and assesses the availability, responsiveness and adequacy of services to the employment needs of state
- Recommends to Governor, Legislature, local elected officials, PICs, service providers and general public ways to improve program effectiveness
- Evaluates results of state and local programs
- Develops annual job training and employment report to Governor
- Recommends variations in performance standards
- Recommends sanctions and technical assistance needs to improve program performance

Coordination Functions

- o Provides management guidance for all employment and training programs, developing appropriate linkages where necessary
- o Coordinates activities with PICs
- o Advises Governor and local entities on local job training plans and their consistency with coordination criteria
- o Assesses extent to which a consistent, integrated and coordinated approach to meeting vocational education and employment and training needs exist in the state through the provision of federal, state and local programs
- o Identifies and recommends procedures necessary to mesh government training, education, public assistance, rehabilitation, economic development, employment services and other related services into a unified system to complement each other and complement private resources

LOCAL

At the local level, there are the service delivery area, local elected official(s), private industry council, contract recipient and administrative entity. Under JTPA most of the funds distributed to each state are allocated by formula to the various service delivery areas to be administered by the local administrative entity, with the advice of the local private industry council.

Service Delivery Areas (SDA)

The SDA is a geographical area within the state that consists of a single unit of local government or a consortium of units of local government, and is consistent with either a labor market area, or standard metropolitan statistical area (or areas) in which related services are provided under other state or federal programs. Areas that meet the following criteria are automatically eligible to be an SDA:

- o any unit of local government with a population of 200,000
- o any consortium of contiguous units of local government which serves a substantial part of the local labor market and has a total population of 200,000 or more
- o any rural concentrated employment program which served as a prime sponsor under the CETA program

The SJTCC recommended and the Governor approved the designation of 34 service delivery areas in Texas. The boundaries of these 34 SDAs reflect the federal requirements as cited above and the planning configuration of programs that are related to JTPA (e.g., state planning regions, employment service offices). (See the map outlining the Texas SDAs provided in the Appendices.)

Local Elected Official(s) and the Private Industry Council (PIC)

After designation as an SDA, the local elected official(s) must establish a partnership with the private sector. In order for funds to flow to an SDA, a PIC must be appointed. The local elected officials are required to:

- o appoint the local PIC members in accordance with provision of JTPA
- o in partnership with the PIC, provide guidance for and exercise oversight of programs under the local job training plan
- o jointly with the PIC, decide on procedures for the development of a local job training plan and select a contract recipient and an administrative entity for the SDA (see "PIC/Local Elected Official Agreement" below)
- o jointly with the PIC and the local Texas Employment Commission office, develop a plan for labor exchange services (funded under the federal Wagner-Peyser Act) within the SDA

The PIC is appointed to plan, provide policy guidance for and monitor the JTPA program within the SDA. Its membership is prescribed by law:

- o 51% from private sector, of which at least half shall be from small business (i.e., with less than 500 employees), including minority business. Chair must be from the private sector.
- o 49% from other sectors, such as education, organized labor, community based organizations, rehabilitation, local employment service (TEC) office, local economic development agencies.

PIC/Local Elected Official Agreement

The PIC and local elected official(s) jointly develop an agreement that specifies 1) the procedures for developing the local job training plan (see PLANNING section), 2) the designation of a contract recipient and 3) the designation of an administrative entity for the SDA.

Contract Recipient and Administrative Entity

A contract recipient is the entity that receives funds from the state namely through a contract with the state JTPA administering agency. The local administrative entity is responsible for daily management of program operations. The responsibilities of the administrative entity as prescribed by law are 1) to allocate funds within the SDA in accordance with the local job training plan, 2) to monitor against misuse of funds within the SDA and 3) to determine eligibility of participants for programs under JTPA within the SDA (this responsibility may be subcontracted). At local option, a PIC may be either or both of these entities, but this must be specified in the PIC/Local Elected Official agreement.

Use of Subcontractors

Subcontractors may be used to provide services as outlined in the local job training plan. The authority to use and select service providers rests with the PIC, using criteria outlined in the Act:

1. Primary consideration for selecting service providers shall be effectiveness (e.g., previous performance, demonstrated delivery of comparable service in terms of ability to meet performance standards and ability to serve target groups).

2. Consideration should be given to the elimination of duplication of services or facilities unless it is demonstrated that an alternative would be more effective or more likely to achieve performance standards for the SDA.

3. Education agencies in the area should be given the opportunity to provide services unless it is demonstrated that an alternative agency is more likely to meet SDA performance standards.

4. No occupational skills training program shall be funded unless the levels of skills for such a program are in compliance with guidelines set by the PIC.

5. For the provision of exemplary youth programs (Section 205 of JTPA), priority shall be given, in selection of providers, to previously funded in-school and community-based organizations that have demonstrated success and are cost effective.

Procedures for the selection of service providers are required to be a part of the local SDA Job Training Plan (see PLANNING section for more information).

Chapter IV

ACTIVITIES AND USES

USES OF FUNDS AND ACTIVITIES:
The Carl D. Perkins Vocational Education Act

The Carl D. Perkins Vocational Education Act provides funds for 1) activities and services to special populations, 2) program improvement, innovation or expansion and 3) special programs.

ELIGIBILITY DETERMINATION

Determining eligibility of students for services under each part of the Carl D. Perkins Act is the responsibility of the local school operating Perkins funded programs. Under Title II Part A, there are six special populations targeted for Perkins activities, with mandated fund set-asides for each target groups. Currently, postsecondary institutions receive funding for five of these special populations (see 1-5 below). The special populations of Perkins are:

1. Handicapped are those individuals who are mentally retarded, hard of hearing, or who have a speech, visual or orthopedic impairment, or who have a learning disability.

2. Disadvantaged are individuals that are economically or educationally disadvantaged.

   Educationally disadvantaged is determined by any one of the following factors:

   - o scoring at or below 25 percentile on standardized test
   - o secondary level grades at or below 2.0 (on 4.0 scale)
   - o failure to attain minimal academic standards

   Economically disadvantaged is determined by any one of the following factors:

   - o annual income at or below federal poverty level
   - o eligible for Aid to Families With Dependent Children (AFDC)
   - o recipient of Pell Grant (or comparable state grant)
   - o eligible for full or reduced lunch program
   - o eligible for JTPA Title IIA program

Other disadvantaged populations include individuals who have limited English proficiency or are migrants or members of a migrant family. Where a significant number of limited English proficient students are served, a separate setaside is allocated to the school.

3. Adult In Need of Training or Retraining is anyone 16 years or older who:

   - o Has graduated or left school
   - o Is unemployed
   - o Is employed and needs training to keep or advance in job

- o Is a displaced homemaker or head of household entering labor market for first time
- o Is in need of upgrading or retraining

4. Sex Equity is determined by any of the following criteria:

   - o Female who needs training to support self and family (generally 14-25 year olds but waivers to serve older females are granted when adequate justification is provided)
   - o Male or female in training for a non-traditional occupation

5. Single Parent or Homemaker can be one of two groups:

   - o Single Parent, who is unmarried or legally separated and has responsibility for minor children, or
   - o Homemaker, who is 16 years or older and has primarily worked as an adult to care for family and home without any pay

6. Offenders are described as adults or youth (16+ years) who are incarcerated by virtue of being charged with or convicted of a criminal offense. Offenders may be serving in correctional institutions such as a jail, prison, reformatory, detention center, halfway house, rehabilitation center or any other similar institution designed to confine or rehabilitate offenders.

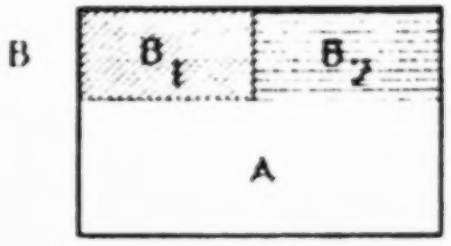
The other programs under the Carl D. Perkins Act do not have eligibility criteria but the Act does encourage participation of the six special populations through the use of all Perkins funds.

LIMITATION ON USES

Excess Cost Limitation for Handicapped and Disadvantaged Funds

The funds of Title IIA set aside under Handicapped and Disadvantaged have very specific limitations. The Perkins funds are only authorized to cover 50% of the excess cost associated with serving the handicapped or disadvantaged. To illustrate, refer to the diagram below, in which:

A represents the cost of training a student that is not handicapped or disadvantaged
B represents the additional funds needed to serve a handicapped or disadvantaged person to participate in the program.
B_1 represents state or local funds to match Perkins funds
B_2 represents Perkins Title IIA funds for the disadvantaged or handicapped



The importance of the "excess cost" limitation is that it currently prevents the vocational education system from fully utilizing all the IIA Disadvantaged and IIA Handicapped funds. One solution would be to use JTPA funds to pay for the base (A) cost, Perkins funds to pay for 1/2 of B (B_1) and local or state vocational education funds to match (B_2).

This is also important in that the new year allocations to schools for II Handicapped and II Disadvantaged are partially determined by prior years service levels to handicapped and disadvantaged students (see FUNDING chapter). Thus, the more handicapped and disadvantaged served the more new funds the school will receive in future years. Currently service to handicapped and the disadvantaged under the Perkins program is being limited by the "50% excess cost" rule. One solution would be coordination between JTPA and the Carl D. Perkins programs, where JTPA could cover 100% of the base cost (A) and Perkins 50% of the excess cost B and state and/or local funds cover the other 50% of excess cost.

Use of Funds

Title IIA

Uses are targeted by the special needs of the groups that must be served with each set aside.

Handicapped and Disadvantaged funds may be used to cover supplemental staff, equipment, materials or services essential for these students to stay in vocational education programs. Activities that must be provided to all handicapped and disadvantaged students are assessment of aptitudes, special interests and abilities. These funds may also be used for job placement for graduates. Child care and transportation would be appropriate services that would enable disadvantaged students to stay in programs.

Adults In Need of Training and Retraining funds are authorized to provide upgrading, apprenticeship training, literacy training, customized training, entrepreneurship training; for building linkages with the private sector (e.g., linkage with economic development agencies); for cooperative education; for recruitment, job search assistance, remedial services, counseling needed to increase enrollment of the special needs groups; for expanding existing schedules to provide services to adults. The law encourages linkages of these programs with Title IIA 3% (Older Workers) and Title III (Dislocated Workers) of JTPA. What is of importance here is that the Perkins eligibility requirements do not require an income test or a notice of lay-off in order to receive services using Carl Perkins funds.

Single Parents/Homemakers funds may be used to provide literacy training, child care and transportation, outreach for enrollment, extending the existing schedule to accommodate these students into vocational education programs and job placement for graduates.

Sex Equity funds are authorized for use to provide child care and transportation for vocational education students (another JTPA linkage opportunity, especially considering the 70% training expenditure requirement and the 15% limitation on participant support costs under JTPA). Basic skills and job placement for graduates may also be paid for with these funds.

Title IIB

Funds under Improvement, Innovation and Expansion are designed to enhance the capacity of the vocational education programs, to provide the workforce with marketable skills, to improve productivity and promote economic growth.

The law and the regulations divide the uses of these funds into two categories 1) new and 2) existing programs.

New programs are defined as any project, service or activity that was not operated by a school during the instructional term that preceded funding and proposes to provide any of the following:

- High technology programs and apprenticeship training
- Expansion of vocational education programs to meet the needs of students
- Introduction of new technological programs in economically depressed parts of the state
- Creation or expansion of programs to train workers in skilled occupations needed to revitalize the economy and promote entry of new businesses to the area
- Exemplary programs targeted at new and emerging occupations
- Improvement of and expansion of postsecondary and adult vocational education programs for out of school youth and adults which includes upgrading for employed workers, the unemployed or those about to be laid off, workers with limited English proficiency, displaced homemakers and single heads of households
- Improvement of counseling and guidance projects
- Improvement and expansion of area vocational education schools
- Special courses to teach fundamental mathematics and science as a part of prevocational or vocational programs
- Modern industrial arts programs
- Provision of vocational education through arrangement with private institutions and employers
- Any activity that would promote the purposes of Title IIB (i.e., economic growth, productivity, development of a skilled workforce)

The law limits the funding of such new programs with federal vocational education funds to three consecutive years.

Existing services or activities that may be funded under Title IIB are:

- Technical assistance and research
- Curriculum development, including application of basic skills training
- Designation of staff to promote coordination of efforts within regions of the state to insure that vocational education is

responsive to the local labor market and supportive of apprenticeship training programs
- o Acquisition of equipment and renovation of facilities to improve vocational education
- o Provision of stipends to vocational education students with economic need
- o Job placement services for students who have graduated
- o Day care services for vocational education students
- o Construction of area education schools
- o Acquisition of high-technology equipment
- o Acquisition and operation of telecommunications and communications equipment
- o Inservice and preservice training to enhance competence of teachers, counselors (this must be provided by every school)

There are no prohibitions limiting the number of consecutive program years that such activities may be supported using Carl D. Perkins funds.

MATCHING REQUIREMENTS

The following parts of Carl Perkins must have a 1:1 match using non-federal funds:

Title IIA
- o Handicapped
- o Disadvantaged (including funds for the limited English proficient)
- o Adults In Need of Training and Retraining
- o Any federal funds used for administration of Sex Equity or Single Parent activities

Title IIB
- o Improvement, Innovation, and Expansion

OTHER PROVISIONS

The postsecondary schools do not receive fund allocations under Title IIA for Offenders or under Title III for Community-Based Organizations or under Title III for Consumer/Homemakers. Postsecondary schools are not authorized to provide GED activities using Carl D. Perkins funds.

CARL D. PERKINS VOCATIONAL EDUCATION ACT
ELIGIBILITY CRITERIA AND AUTHORIZED USES

TITLE	ELIGIBILITY	SAMPLE USES	INITIATIVES*
IIA HANDICAPPED	Mentally retarded, hard of hearing, speech, visually or orthopedically impaired, learning disabled	Supplemental or additional staff, equipment, materials and services essential for disadvantaged or handicapped to participate in VE programs; assessment of student interests, aptitudes, abilities, special needs; counseling; job placement	L, D
IIA DISADVANTAGED 1. Economically	a. Annual income at or below poverty level, or b. Eligible for AFDC, or c. Receipt of Pell Grant, or d. Eligible for JTPA Title IIA, or e. Eligible for free lunch program		
2. Educationally	a. Scores at or below 25 percentile on standardized test, or b. Secondary level grades at or below 2.0 on 4.0 scale, or c. Fails to attain minimal academic standards		W, L, D
3. Other	a. Dropout or potential dropout, or b. Limited English proficient, or c. Migrant worker or family member		
IIA ADULTS IN NEED OF TRAINING/ RETRAINING	a. Graduated from or left school and 16+ years, or b. Unemployed and 16+, or c. Employed, needs training to keep job or advance, or d. Displaced homemaker or head of household entering labor market, or e. Worker 55+ years, or f. Needs upgrading or retraining	Dropout recovery activities; services in conjunction with JTPA Title IIA 3% or III programs; programs to expand, improve adult and postsecondary VE; literacy training	W, L, D, WA
IIA SINGLE PARENT/ HOMEMAKER 1. Single Parent	Unmarried or legally separated and having custody of minor child(ren)	Literacy training; child care and transportation for VE students; outreach; extending regular programs beyond existing schedule to accommodate single parents or homemakers; job placement	W, L, D
2. Homemaker	16+ years and having worked primarily as adult caring for family and home without pay		

* W = Welfare, L = Literacy, D = Dropout Prevention/Recovery, WA = Worker Adjustment

TITLE	ELIGIBILITY	SAMPLE USES	INITIATIVES*
IIA SEX EQUITY	a Female aged 14–25 years who needs training to support self and family (waiver for age limitation is possible) or b Female or male in non-traditional occupation	Child care and transportation for students, basic pre-employment and work maturity skills training, job placement	W L D WA
IIA OFFENDERS	Institutionalized offenders (youth and adults)	(NOT SPECIFIED)	L D
IIB IMPROVEMENT INNOVATION EXPANSION	(NOT SPECIFIED)	*New programs*: programs in new technology occupations, programs in new skills to revitalize economy, exemplary programs to support new technologies *Continuing programs*: stipends and childcare for students, equipment purchase to modernize VE programs, job placement, coordination of program planning using labor market information, travel for personnel development and in-service training, staff capacity-building	W L D WA
III SPECIAL PROGRAMS A Community Based Organizations and Schools	(NOT SPECIFIED, but encourage providers to serve 16–21 year olds who are severely economically or educationally disadvantaged)	Outreach, prevocational education, basic skills training, assessment, alternative education	W L D
B Consumer/ Homemaker	(NOT SPECIFIED)	Academic skills training, nutrition classes	W L D

* W = Welfare, L = Literacy, D = Dropout Prevention Recovery, WA = Worker Adjustment

USES OF FUNDS AND ACTIVITIES:
The Job Training Partnership Act

The Job Training Partnership Act places emphasis on using funds primarily for training and does not permit any funds for public service employment (PSE). Under Title IIA 78% and Title IIB, the local private industry council (PIC) and the chief elected official(s) have flexibility in designing strategies to achieve program results and in selecting the populations to be targeted for JTPA services.

ELIGIBILITY DETERMINATION

The law requires uniform eligibility criteria. Eligibility determination and certification are the responsibility of the administrative entity, either directly or through a subcontract. Adults and youth to be served under Title IIA and Title IIB programs must be economically disadvantaged, which is determined by the family's income for the six months prior to enrollment. If this is at or below the federal poverty level for the family size or is 70% of the lower living standard income level, the individual is eligible for JTPA. Individuals who are Aid to Families with Dependent Children (AFDC) recipients, food stamps recipients or handicapped are also considered economically disadvantaged. Youth are defined as individuals 14-21 years old; adults as individuals 22 and older.

Ten Percent Window

Under the Title IIA 78% programs, ten percent of the participants of the program may be enrolled (without meeting the income test) by virtue of having other barriers to employment. This includes limited English proficient individuals, ex-offenders, drug or alcohol abusers, displaced homemakers, high school dropouts, teen parents. The local job training plan (see PLANNING section for more details) must identify those eligible for this "window" and specify the identification and certification procedures used to determine these individuals eligible.

Definition of Family

Because family income is used to determine economically disadvantaged status, the definition of family influences who is served under JTPA. The Governor has the authority under the law to define "family" and "family income." For example, the handicapped are considered a family of one and thus only the earnings of the individual who is handicapped are considered in calculating the previous six months' income, regardless of any other family members' income.

LIMITATION ON USES

JTPA has very specific limitations on the use of funds. Under IIA programs, 70% of the funds must be used to provide training, 15% for participant support and 15% for administration. Waivers to this 70/30 split are allowable, but must be applied for to the Governor by the PIC. Such waivers apply for only one year. To initiate the waiver the PIC must certify that one or more of the following applies for the SDA:

1. unemployment in the SDA (or in any part of the SDA) exceeds three percentage points above the national average and the ratio in the SDA of private employment to population is below the national average;
2. the local job training plan specifies a high service level to special need groups requiring additional supportive services (such as welfare recipients, offenders);
3. the cost of providing child care is more than half of the 15% participant support limit;
4. the cost of providing needed transportation is more than a third of the 15% limitation for participant support costs;
5. a large number of participants are enrolled in training programs that exceed nine months duration.

The waiver authorizes the SDA to adjust the training cost limitation below 70% and increase the participant support limitation above 15%. This serves to provide more supportive services to special groups in order to stay in training. The 15% cap for administrative costs may not be exceeded under any conditions. And finally, in granting the waiver, the Governor in no way exempts an SDA from meeting its performance standards (see ACCOUNTABILITY for more details).

Training Costs

The law identifies the activities that fall into allowable training costs:

- o costs associated with OJT
- o Employer outreach for job listing or job training opportunities
- o Salaries, fringe benefits, equipment and supplies of personnel directly engaged in providing training (including remedial education)
- o Job counseling for participants
- o Employability assessment and job development
- o Job search assistance (including preparation for work and labor market orientation)
- o Books and other teaching aids
- o Equipment and materials used in providing training to participants
- o Classroom space utility costs
- o Tuition and entrance fees that are participant instructional costs
- o 50% of the costs of a "limited work experience" that 1) cannot exceed six months 2) is combined with classroom or other training, 3) prohibits individuals from being enrolled in this activity more

than once and 4) pays wages that do not exceed prevailing entry-level wage for the same equivalent occupation

- 250 hours of try-out employment (i.e., employment in private, public or private non-profit for youth, 16-21 years; not in excess of 250 hours; participants must be hired by employer at end of try-out employment; compensation instead of wages is paid)

- 100% of costs billed as "single unit charges" if the following conditions are met by the contract: 1) must be for the provision of training, 2) is at a fixed unit price and 3) stipulates that full payment is not to be made until training is completed and participant is placed in employment in the occupation trained for or the participant attains one of the following: (a) PIC approved employment competencies, (b) elementary, secondary or postsecondary, school completion, or the equivalent, or (c) enrollment in other training or apprenticeship, or enlistment in the Armed Forces

Performance Based Contracting

This last training cost ("single unit charges") is the basis of performance based contracting, whereby all the costs of the contract can be charged to the training category and not prorated across the categories of Training, Participant Support and Administration. The critical factor for all costs to be applied to the training category is that all the conditions cited in the description must be met. Performance based contracting facilitates the SDA's ability to meet the 70% training expenditure requirement. It actually reduces reporting, record-keeping requirements and improves performance because it focuses on results. There are risks to the service provider, especially in covering the start-up costs, or the cost of attrition, but these can usually be corrected during the price negotiation process. To determine how a specific SDA utilizes performance based contracts, contact the administrative entity in the applicable SDA.

Participant Support Costs

Participant Support costs are for non-training activities that cover:

- supportive services necessary to enable a participant to stay in training, such as:

  --transportation
  --child care
  --temporary shelter
  --meals
  --health care
  --services and materials for the handicapped
  --other reasonable expenses associated with participation in the program

- 50% of the wages paid for a limited work experience activity (see training costs listed above for description of "limited work experience")

- o needs based payments necessary for participation in programs (these are established by local procedures or formula and set forth in the local job training plan)

Administrative Costs

The law specifies that the administrative costs may not exceed 15% of total expenditures. Costs that are non-training but not cited specifically as participant support costs, may be charged to Administration or Participant Support, with two exceptions:

1. costs associated with program support that are directly related to the provision of education or training (e.g., counseling) cannot be charged to Administration.
2. costs associated with the development of customized training may not be charged to Administration.

Costs associated with supervision and management of programs and salaries, fringes, equipment and supplies for individuals not providing training or support services must be charged to Administration. Where an employee provides both instruction to participants and supervises other staff members, the salary must be prorated between Training and Administration.

Youth Expenditure Requirement

In addition to the 70/30 split, JTPA further requires that annually each SDA spend a specified amount for youth (ages 14-21 years inclusive), either in-school or out-of-school youth. Nationally this amount for all JTPA funds is not to be less than 40%. This can be adjusted for local demographics, where a high concentration of university students would distort the youth population figures. Each SDA has an annual required youth expenditure level which is measured at the end of the year. Failure to meet that level will be added in the end-of-year corrective action plan and will probably entail increasing the next year's minimum youth expenditure level. To determine the youth expenditure level for a specific SDA, review the local job training plan for the SDA (see PLANNING chapter). This youth expenditure provision provides greater opportunity for linkage of job training programs with the local education system to develop special strategies to serve dropouts and potential dropouts, welfare youth and to promote strategies that assist the transition from school-to-work. Discretion to focus these youth expenditures on in-school or out-of-school youth rests with the PIC. Strategies and target groups are outlined in the local job training plan.

Other Cost Limitations

The 70/30 cost limits apply to the Title IIA 78% program of JTPA and to the Title III (Dislocated Worker) program. The youth expenditure requirement applies only to the Title IIA 78% program. Other cost limits for JTPA funds are:

1. The Title IIA 6% funds (performance incentives and technical assistance) distributed to the SDAs as performance incentives (see ACCOUNTABILITY chapter) are subject to the 30% limit for administration and participant support costs but are not subject to

the 15% administrative costs limit. Thus administrative costs may exceed 15% but the combined administrative and support service costs may not exceed 30%.

2. Funds retained at the state level under Title II 8% (Education Coordination) used to provide activities to eligible participants are subject to the 15% administrative cost limit.

3. Funds under the Title IIA 3% (Older Workers) program are subject to the 70/30 limitations, including the 15% limit for all administrative costs.

4. The 15% administrative limit applies to the Title IIB Summer Youth program, but there are no limits on the amounts spent on wages, or any other participant support costs.

Other requirements for JTPA funds are:

1. Title IIA 8% funds must be used for providing dropout recovery and prevention activities, literacy for youth and adults and school-to-work transition activities. Other participant activities listed as allowable under Title IIA 78% are also permitted under Title IIA 8%.

2. 80% of the 8% funds must be matched (1:1) with non-federal funds. (This is handled on a statewide basis and not a contractor or SDA responsibility.)

3. Formula Title III funds must be matched (1:1) with non-federal funds (this match is adjusted downward when the state's average unemployment exceeds the national average unemployment).

4. The Title IIB summer youth program must include an assessment of reading and mathematics skill levels of participants, and funds are to be spent for basic and remedial programs to enhance the employability of the participants in addition to provision of allowable work experience activities.

Eligibility for other JTPA programs:

IIA 8%: 75% of the participants must be economically disadvantaged while 25% do not have to meet the income test

IIA 3%: 100% must be 55 years or older and be economically disadvantaged

IIB: 100% must be youth 16-21 years inclusive (or 14-21 years if in local job training plan) and economically disadvantaged

III: 100% must be eligible for these services, by meeting one of the following criteria:

- Has been terminated or received a notice of termination, is eligible for or has exhausted unemployment compensation, and is unlikely to return to previous occupation

- o Has been or will be terminated as a result of permanent plant closure
- o Has been unemployed for 15 or more weeks
- o Has been self-employed (including farmers) and is unemployed as a result of general economic conditions in the community

IV-C: 100% of individuals served must meet one of the following criteria:

- o Veteran with a service connected disability
- o Vietnam era veteran
- o Recently separated veteran

JOB TRAINING PARTNERSHIP ACT

ELIGIBILITY CRITERIA AND AUTHORIZED USES

TITLE	ELIGIBILITY	SAMPLE USES	INITIATIVES*
IIA 78%	Adult or youth (16–21 years, also 14–15 if in local plan) • 90% economically disadvantaged (poverty level or 70% lower living standard income level), • 10% may have other barriers to employment (e.g. offender, limited English proficient, high school dropout or potential dropout, teen parent, displaced homemaker)	Job search, counseling, remediation, basic skills training, vocational education, upgrading and retraining, OJT, outreach, GED, vocational exploration, supportive services, needs-based payments, customized training, exemplary youth programs, work experience, alternative education programs, pre-apprenticeship, literacy training, job placement, supportive services up to six months after job placement, job development, participant outreach, institutional skills training	W, L, D
IIA 8%	Adult or youth (16–21 years, also 14–15 years, if in plan): • 75% economically disadvantaged, • 25% no income test	Education agreements, literacy training, basic skills and remediation training, dropout prevention and recovery, participant activities listed under Title IIA 78%	W, L, D
IIA 6%	(Same as IIA 78% above)	Incentive awards for exceeding performance standards, technical assistance and training, participant activities listed under Title IIA 78%	W, L, D
IIA 3%	55+ years and economically disadvantaged	Job search, job placement, skills training, literacy training, basic skills and remediation training, OJT	L
IIB	Economically disadvantaged youth, 16–21 years (also 14–15 years if in local plan)	Exemplary youth programs, dropout prevention and recovery programs, basic skills and remediation training, literacy training, work experience, supportive services, occupational assessment, basic skills assessment	W, L, D
III	• Terminated or received notice of termination, or • Exhausted unemployment compensation, or • Has been or will be laid off due to plant closure, or • Long term (15 weeks) unemployed, or • Self-employed but unemployed due to economic downturn.	Outreach; assessment; job search; job development; classroom training; OJT; supportive services; relocation services; literacy training; basic skills and remediation training; pre-layoff services	L, D, WA
IV-C	• Veteran with service-connected disability, or • Veteran of Vietnam era, or • Veteran recently separated from service	(NOT SPECIFIED)	L, WA

* W = Welfare; L = Literacy; D = Dropout Prevention/Recovery; WA = Worker Adjustment

Chapter V

PLANNING

PLANNING:
The Carl D. Perkins Vocational Education Act

STATE PLAN

The Carl D. Perkins Vocational Education Act requires that each state receiving funds must develop a two-year plan for submittal to the Secretary of Education. To bring planning of vocational education and JTPA programs together, the first State Plan for vocational education covers the period of July 1, 1985 through June 30, 1987; subsequent plans are on a two-year basis. The State Board of Education is responsible for the oversight of plan development and coordination.

The Texas Education Agency and the Texas Higher Education Coordinating Board propose a draft State Plan for Federal Vocational Education Funding to the State Board of Education for approval. The plan must be developed in consultation with the Advisory Council for Technical-Vocational Education. Also, the State Job Training Coordinating Council of JTPA must review and comment on the plan prior to its submittal to the U.S. Department of Education.

The State Plan requirements are established in the Act:

A. The planning period for the State Plan must be coterminous with those of the Job Training Partnership Act (i.e., July 1 through June 30).

B. The State Board must consult the Advisory Council for Technical-Vocational Education in the development of the plan.

C. In developing the plan, the state shall:

1. assess the current and projected occupational needs and the current and projected demand for general occupational skills within the state;
2. examine the needs of students (including adults) to determine how best to improve student skill levels in regard to the state's occupational and skill needs;
3. examine the special needs of target groups (handicapped, disadvantaged, offenders, single parents, homemakers, and adults needing training or retraining);
4. assess the quality of vocational education in terms of the:

   a. pertinence of programs to the workplace and to new and emerging technologies;
   b. responsiveness of programs to current and projected occupational needs;
   c. capacity of programs to facilitate entry into and participation in vocational education and to ease the transition from school-to-work and from secondary to postsecondary;
   d. technological and educational quality of vocational curricula, equipment, and instructional materials to

enable vocational education to meet the increased technological needs of the workplace;

e. capability of vocational education programs to meet the general occupational skills and improved academic foundations needed to address changing contents of jobs;

f. determine the capacity of local schools to delivery vocational education in terms of the needs identified through the required assessment.

The State Plan must contain the following:

(1) a description of how the required assessment has been accomplished;
(2) the planned uses for the federal funds;
(3) a description of the achievement of goals set in the previous State Plan;
(4) a description of the criteria the State Board of Education will use in approving the local applications from schools;
(5) assurances that the state will develop measures for the effectiveness of vocational programs in the state in meeting the needs identified in the assessment, including evaluation measurements such as:
    (a) occupations trained to reflect a realistic assessment of the state's labor market needs;
    (b) levels of skills to be achieved will affect the hiring needs of employers;
    (c) basic employment competencies to be used in performance outcomes which will reflect hiring needs of employers;
(6) a description of the methods for joint planning and coordination of programs funded under the Carl Perkins Act, the Job Training Partnership Act, the Adult Education Act, Title I of the Elementary and Secondary Education Act, the Education of the Handicapped Act, the Rehabilitation Act, and apprenticeship training;
(7) assurances that the vocational education needs of the identifiable segments of the state's population experiencing the highest unemployment rate have been thoroughly assessed and that such needs are addressed in the State Plan.

The State Job Training Coordinating Council and the Advisory Council for Technical Vocational Education must receive a copy of the draft plan for review and comment before submittal to the U.S. Department of Education. If the comments of these groups are not addressed in the final plan, the comments must be attached to the State Plan when submitted to the Secretary of Education, who must consider the comments when reviewing the plan for approval. Copies of the State Plan for Federal Vocational Education Funding may be obtained from the Texas Education Agency.

LOCAL PLAN FOR FORMULA ALLOCATIONS

Local schools (independent school districts, community and junior college districts, and the Texas State Technical Institute System) must develop a local plan or application in order to receive their formula allocations released under the Carl Perkins Act. These applications are submitted to the state administering agency for review and approval according to the criteria established in the State Plan. The local plan must describe the use of these funds for the program planning year that begins annually on July 1.

The Carl Perkins Act requires certain components be included in each local application including:

1. a description of vocational education programs, services and activities to be funded by specific categories; and
2. a description of the coordination with relevant programs supported with JTPA and the Adult Education Act to avoid duplication.

Also, each application is required by federal law to be made available to the JTPA administrative entity within the service delivery area for review and comment before submittal to the state administering agency for approval.

STATEWIDE PROGRAMS

As identified in the FUNDING chapter, not all the federal vocational education funds received in the state are allocated by formula to local schools. The state is authorized to set aside a portion of the total funds to use for statewide or demonstration projects. These discretionary funds are released from the state administering agency through a competitive bid process with specific purposes established in the bid package. Schools may seek such funds by submitting request for proposals each year to the appropriate requesting agency.

PLANNING ACTIVITIES AND TIMELINES

The major steps and timelines for developing the local plans for the allocated funds and for developing requests for proposals (RFPs) using the discretionary program improvement funds are as follows:

A. Allocated Funds

1. January - February	The Coordinating Board develops the Technical Assistance Guide and develops the factors for formula allocation.
2. March	The Coordinating Board issues planning documents to the local schools.
3. April	The Coordinating Board finalizes formula components, issues planning allocations

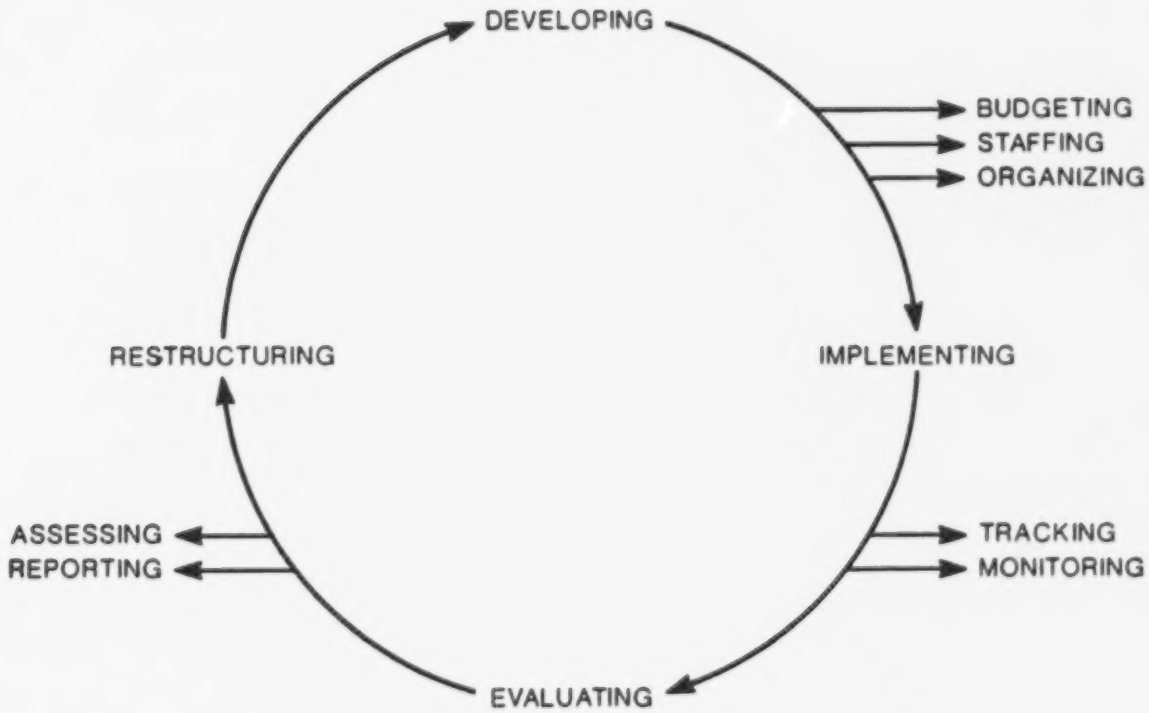
	and provides a statewide planning and reporting conference.
4. May - June	Local plans must be made available for review and comment to appropriate administrative entities under JTPA.
5. June 1	The local plans for the formula allocated funds are due at the Coordinating Board.
6. June 1 - 30	The Coordinating Board staff reviews plans and obtains amendments as necessary.
7. July 1	The Notices of Approval (NOAs) are issued for approved plans.
B. Discretionary Funds	
1. January - April	The Coordinating Board develops Requests for Proposals (RFPs) and the application documents.
2. May	The Coordinating Board issues all the RFPs.
3. July	All RFPs are due at the Coordinating Board.
4. July - August	The Coordinating Board staff and teams review the proposals, identify necessary amendments and select proposals for funding.
5. September 1	Notices of awards and contracts are sent out from the Coordinating Board. All subgrants start.

ACCOUNTABILITY PLANNING

The Texas Education Agency and the Texas Higher Education Coordinating Board have not only the responsibility for technical and vocational education program planning under the Act, but also are charged with the accountability functions for use of these funds. The State Plan sets forth goals and objectives for accomplishment based on needs and anticipated resources. The accountability report, in turn, evaluates the established criteria by collecting relevant data necessary to measure the performance of the state activities. The result of this process forms the basis for an accountability report indicating how well the planned goals and objectives were met.

The following diagram illustrates the planning process for vocational accountability. For a detailed explanation of the accountability process, refer to the ACCOUNTABILITY section under Carl D. Perkins.

THE PLANNING PROCESS FOR VOCATIONAL ACCOUNTABILITY



PLANNING:
The Job Training Partnership Act

STATE PLAN

Every two years the Governor must prepare and submit to the Secretary of Labor a Governor's Coordination and Special Services Plan (GCSSP) which specifies the goals and objectives of all JTPA programs in the state. This plan is reviewed by the Department of Labor for compliance with the law before the state's JTPA allotment can flow to the state.

The GCSSP is prepared by the state JTPA administering agency and reviewed by and recommended to the Governor by the State Job Training Coordinating Council. The plan contents are prescribed by law:

- a description of the use of all resources under JTPA in the state
- an evaluation of the program performance for the previous two years
- criteria established to coordinate JTPA programs with other programs and service provided by state and local education and training agencies (including vocational education), public assistance agencies, state employment agencies, vocational rehabilitation agencies, rehabilitation agencies, postsecondary institutions, economic and other such agencies that the Governor determines to have a direct interest in employment and training and human resource development activities
- description of projected resource utilization including oversight and support activities, priorities for the incentive grants (Title IIA 6%) and performance goals for programs that are state supported (i.e., programs not part of local SDA programs funded under Title IIA 78% and Title IIB)
- description of the Governor's adjustment made to the Secretary's performance standards and the factors that will be used to make such adjustments (see ACCOUNTABILITY chapter for details)

The coordination criteria of the GCSSP are the critical program elements promoting coordination between JTPA and related federal and state programs at the local level. Although the law clearly requires that such criteria shall not affect local discretion in serving eligible participants or in selecting service providers, it does authorize the Governor to disapprove a local job training plan of an SDA that does not comply with the criteria set in the GCSSP. Local job training plans must describe how local programs will adhere to the criteria established (see Local Plan in this section for more information).

The Governor's Coordination and Special Services Plan is produced on a two-year cycle, with the current plan being for the Program Years 1986-1987. Copies are available by contacting the Texas Department of Community Affairs.

LOCAL PLAN

The local plan, called the Job Training Plan, also developed every two years, describes the use of the JTPA resources available within the service

delivery area. The plan is developed according to the procedures established in the local agreements between the private industry council (PIC) and the local elected officials(s) of the service delivery area (SDA) (see PIC/Local Elected Official Agreement in SERVICE DELIVERY SYSTEM chapter for more information).

The local job training plan must include the following elements:

1. the names of the administrative entity and the contract recipient for the SDA
2. description of the services to be provided, including estimated duration of services and cost for training participants
3. procedures for identifying and selecting participants and for determining eligibility of participants
4. performance goals for the SDA in compliance with the Secretary's performance standards
5. procedures for selecting subcontractors taking into account past performance, fiscal accountability and ability to meet performance standards
6. budget for the two program years
7. description of methods for complying with the coordination criteria contained in the Governor's Coordination and Special Services Plan
8. when more than one service delivery area is in a single labor market area, provisions for coordinating particular aspects of individual SDA programs, including:

    - o assessments of needs and problems in the labor market that form the basis for program planning
    - o provisions for ensuring access by program participants in each service delivery area to skills training and employment opportunities in the labor market
    - o coordinated or joint implementation of job development, placement and other outreach activities

9. fiscal control, accounting, audit and debt collection procedures to assure proper disbursal of and accounting for JTPA funds received
10. procedures for the preparation and submission of the annual report to the Governor which must include:

    - o a description of activities conducted during the previous program year within the SDA
    - o characteristics of participants served
    - o extent to which the program exceeded or failed to meet the performance standards

The job training plan describes the SDA use of Title IIA 78%, 8% and IIB funds, and must be modified if there are any changes in the local labor market conditions, funding, or other factors that might cause the SDA to substantially alter the program from that described in the original plan. Generally, there is at least one modification of the two year plan when the SDA receives notice of allocation of funds for the second year.

The major steps and timeline for developing the local job training plan are governed by the law:

Planning Activities and Schedule

December	1. State JTPA administering agency transmits to SDAs the guidelines for developing the plan (Planning Guidelines).
February	2. State JTPA administering agency notifies SDAs of Title IIA and IIB allocations.
March	3. A draft plan is published and made available for public review and comment. The draft plan must be available for review for 120 days prior to the beginning of the first year of the two-year plan.
April	4. In the case of a modification to the plan (second year) the draft modification must be made available for review and comment 80 days prior to the beginning of the second program year (July 1).
April/May	5. State JTPA administering agency reviews the plan/modification and recommends status to the State Job Training Coordinating Council.
May	6. State Job Training Coordinating Council recommends status of plan/modification to the Governor and in cases of approval, state administering agency executes contracts with SDA.
March-July.	7. Concurrent bid process locally for selection of subcontractors to provide JTPA services within the SDA.

The PIC is responsible for developing the plan or any modifications; the plan or modification is submitted to the state JTPA administering agency from the PIC and the local elected official(s). The local job training plan is important to potential subcontractors because it outlines:

1. Who will be served (target groups)
2. How they will be served (activities and services)
3. The program goals (performance standards)
4. How, if any, subcontractors will be used in the delivery of JTPA programs and how they will be selected
5. Total funds allocated to the SDA for Title II 78% and 8% and IIB programs.

Education Advisory Subcommittee

In Texas, each PIC that plans Title IIA 8% funds must have an Education Advisory Subcommittee (EAS). This group serves to advise the PIC on education services provided within the SDA using JTPA funds. The membership must include local representation from each of the following entities:

- o secondary education institutions
- o postsecondary education institutions
- o adult education programs

Additional membership may include representation from proprietary schools, literacy groups, community-based organizations, education service centers, community education and other educational organizations that the PIC determines appropriate. Membership on the EAS is determined by the PIC.

The subcommittee serves to assist the PIC in facilitating a coordinated approach to planning job training and education programs within the SDA. This subcommittee is charged with assisting the PIC with regional planning and coordination between local education programs and the PIC; assisting the SDA in planning training programs; advising the PIC on the SDA's Title IIA 8% projects on a regular basis. The subcommittee acts as an advisory body, with final funding decisions being the authority of the PIC.

STATEWIDE PROGRAMS

Statewide programs are those activities that are supported with funds not subject to formula allocation to SDAs. Namely these include:

1. a portion of Title IIA 8% (Education Coordination) funds
2. Title IIA 3% (Older Workers) funds
3. Title III (Dislocated Workers) funds

Under items 1 and 2, funds are applied for through competitive bid process. In selecting contractors (other than PICs) within an SDA for these state supported programs, the Governor is required to coordinate with the local PIC.

Under the Title III (Dislocated Worker) programs, the funds are distributed through two mechanisms:

1. Formula allocations of 60% of the funds go to SDAs that are experiencing chronic dislocations. These funds are administered by the established SDA delivery system, with the PIC being responsible for planning and oversight. These funds require submittal of a local Title III plan.
2. Statewide Reserve (40% of funds) available for plant closings, layoffs, etc., as they occur throughout the state. The Texas Rapid Response Team determines the contractors for this reserve.

In the case of all discretionary JTPA funds that are made available within an SDA, the PIC is to be consulted to identify local job opportunities within the labor market to ensure that programs operated within the SDA under the state supported contract would be consistent with the SDA's local job training plan.

Chapter VI

ACCOUNTABILITY

ACCOUNTABILITY:
The Carl D. Perkins Vocational Education Act

The Texas Higher Education Coordinating Board is currently utilizing a four-phased system of accountability strategies. This major effort to examine the state-of-the-state and state-of-the-art of technical and vocational education was primarily in a developmental mode this past year. The impact of Carl D. Perkins funds on technical and vocational education and training is a critical component of this overall effort.

While the Perkins Act does not mandate performance standards comparable to the JTPA, it does, nevertheless, require that certain conditions be met by the state. These "conditions" may be arbitrarily divided into primary and ancillary activities. The primary activities are those delineated in the Act itself, while the auxiliary or ancillary activities are those developed at the state level to enhance the implementation of activities.

An overview of primary requisites developed at the state follows:

- Approval of all vocational programs based on local labor market needs;
- approval of all adult vocational courses based on labor market needs;
- sunsetting of programs or courses that no longer meet local or regional labor market needs;
- evaluation of all technical and vocational programs within a five-year period to examine the pertinence of programs to the workplace and to new and emerging technologies; the responsiveness of programs to the current and projected occupational needs in the state; the quality of curricula, equipment, and instructional material in order to assess the extent to which the challenges of increased technological demands of the workplace are being met; and the capacity of programs to meet the needs for general occupational skills and the improvement of academic foundations in order to address the changing content of jobs.
- evaluation of all programs, activities, and services assisted under the Act in order to ensure that occupations trained for reflect a realistic assessment of the labor market needs of the state and the hiring needs of employers in regards to level of skills and basic employment competencies.
- compliance monitoring of all programs, services, and activities within a five-year period.

In order to identify and understand the current state of technical and vocational education in the state of Texas, the Texas Higher

Education Coordinating Board conducted four major studies which provided information on both primary and ancillary activities:

- State-of-the-state study of all vocational programs

  This study examines all vocational programs in the state for components, efforts, and impact of planning, articulation, special student populations instruction, equipment and facilities, curriculum planning and updating student services, and public/private sector linkages. Dissemination of profiles developed from this study and other results will take place at a statewide conference in April 1988.

- State-of-the-art study examining critical components of model programs

  This study examines the same critical components as the above study except that it is limited to analysis of model or exemplary programs.

- Alternance training study examining the status of all training linked to the private sector such as cooperative education, apprenticeship, internships, and clinical experiences.

- Comprehensive survey of available student services identifying all services available to students, particularly services to targeted populations such as assessment, remediation, day care, transportation, counseling, and student organizations.

Results from the above major studies will be disseminated in a statewide conference in April 1988 in Austin. Participating conference panelists will be requested to delineate issues, provide leadership in discussing potential solutions, and reach consensus in determining future directions for all phases of technical and vocational education.

In addition to those results being disseminated, a comparison of evaluation questions and concerns presently being asked of vocational education is displayed in Table 1. The state efforts at evaluation are compared to the federal concerns as shown. Some state concerns surpass the federal expectations and, where appropriate, more detail is provided.

TABLE 1

COMPARISON OF EVALUATION QUESTIONS
PRESENTLY BEING ASKED OF VOCATIONAL EDUCATION
NATIONAL LEVEL AND TEXAS

NATIONAL LEVEL*	STATE OF TEXAS
• Impact of Academic Reform Movement	• Impact of Southern Association Criteria (SACs) • Impact of Master Plan for Vocational Education
• Articulation of high school programs to beyond high school programs	• Articulation • 2 + 2 • Coordination and Linkages

• Implementation of Carl D. Perkins Act
  • state
  • local
	• Implementation of Carl D. Perkins Act
	  • statewide efforts
	  • local
	  • regional

• Effect on Special Populations	• Effect on Special Populations • State-of-the-Art of Student Services
• Relationship to Economic Development	• Relationship to Economic Development • Relationship to Regional Planning and Economic Development

• Quality of vocational education
  • status
  • problems
  • prospects
	• Quality of vocational education
	  • state-of-the-art
	  • status
	  • problems
	  • prospects
	  • program evaluation

• Impact of federal dollars on quality	• Impact of federal dollars on technological change, curriculum development and improvement, personnel development, model programs, state-of-the-art and research

• Impact of
  • Technology changes
  • Deregulation
  • Internationalization
	• Impact of
	  • Technology changes
	  • Border economic development
	  • Labor market changes
	  • Loss of revenue

* "Vocational Training News" 1/22/87 65

ACCOUNTABILITY:
The Job Training Partnership Act

One of the hallmarks of JTPA is the emphasis on performance, not process, evaluation. During the twenty years of job training programs before JTPA, the federal government, policy makers and technicians agreed on the need to assess program performance, i.e., to establish a system that measured return on the investment made with funds. The complex problems associated with such a system centered on how to do so in an equitable manner, taking into consideration the unique state and local factors that influence program outcomes. For example, the expectations for an entered employment rate in a large metropolitan area with a high unemployment rate, high service to dropouts and welfare recipients would not be the same as the expectations of an entered employment rate in a rural area that serves fewer at risk youth, dropouts and welfare recipients, with a low unemployment rate. Thus, any plan devised to measure outcomes, must have provisions to make adjustments for economic, programmatic and demographic factors of the local community.

PERFORMANCE STANDARDS

Under JTPA the Secretary of Labor establishes the performance measures by which all Title IIA 78% programs are evaluated. There are four measures for adults and three for youth. The measures and their formulas are:

Adult Measures

1. **Entered Employment Rate:** The number of adults who entered employment at termination as a percentage of the number of adults who terminated.

2. **Cost Per Entered Employment:** Total expenditures for adults divided by the number of adults who entered employment.

3. **Average Wage at Placement:** Average wage of all adults who entered employment at time of termination.

4. **Welfare Entered Employment Rate:** Number of adults welfare recipients who entered employment at termination as a percentage of the number of adult welfare recipients who terminated.

Youth Measures (Youth is defined as 14-21 years, inclusive)

5. **Entered Employment Rate:** Number of youth who entered employment at termination as a percentage of the number of youth who terminated.

6. **Positive Termination Rate:** Number of youth who had a positive termination as percentage of the total number of youth terminated. A "positive termination" is defined as one of the following:

   a. attainment of employment competencies established by the PIC, or

b. completion of elementary, secondary, postsecondary school, or the equivalent, or
c. enrollment in apprenticeship or other training, or
d. enlistment in Armed Forces.

7. **Cost Per Positive Termination:** Total expenditures for youth divided by total number of youth who were positive terminations (as defined in #6 above).

Adjustment Model

For each measure, the Secretary also annually establishes national numeric standards; these are set at a point at which 75% of the SDAs are expected to exceed the national standard. These national standards can be adjusted by the Governor to accommodate local variables that affect outcomes, such as economic conditions, labor market conditions, characteristics of the populations to be served, geographic factors and types of services/activities to be provided. Performance standards are set at the time of plan development and reviewed for meeting or exceeding the SDAs levels at the end of the year. These variables are factored in when the SDA develops its performance standards by using a regression model. This model is used to predict end-of-year performance (in the local job training plan) given the current (at the time the plan is developed) local economic factors, the planned service (population) mix and planned program (activity) mix. At the end of the program year the seven standards are then "recalculated" using the end-of-year local economic factors, actual service mix and actual program mix to determine how well the SDA performed against its unique model-predicted standards. SDAs are not competing against each other but against their model-predicted standards.

This regression model was developed through analysis of prior job training program data and by identification of those variables which prove to have a significant impact on performance. Each significant variable was then weighted according to its impact on performance. For example, service to welfare recipients has the effect of lowering the predicted adult placement rate. The influence of this factor was determined mathematically and a corresponding weight for the factor was assigned. After much analysis and refinement twenty-two variables were found to affect performance significantly, thus were included in the adjustment model. These factors are divided into three major groups: Who is to be Served, What Programs Are to be Provided and Local Conditions. The first two groups are actually determined during the plan development process. The last set cannot be affected by planning; these are uncontrollable labor market conditions and demographic conditions that will raise or lower standards. Thus the planning process influences eighteen of the twenty-two factors (see list).

SDA Factors that Affect Performance

A. Population Mix (Who is to be served) determined in plan
   1. % Female
   2. % Age 14-15
   3. % Age 18-21
   4. % Age 55+
   5. % Black
   6. % Hispanic
   7. % Alaskan (American Indian)
   8. % Asian/Pacific Islander
   9. % Dropout
   10. % In-school student
   11. % High School Graduate
   12. % Post High School Graduate
   13. % Welfare Recipient
   14. % Unemployment Compensation Claimant
   15. % Handicapped
   16. % Offender

B. Program Mix (What programs are to be provided) determined in plan
   17. Adult Average Weeks of Participation
   18. Youth Average Weeks of Participation

C. Local Conditions (Not controlled by planning process)
   19. Average Annual Wage
   20. Unemployment Rate
   21. Population Density
   22. Number of Females Below Poverty Level

For program years 1986 and 1987 the national measures and standards were:

Measure	Standard PY 86-87
Adults	
o Entered Employment Rate	62%
o Cost Per Entered Employment	$4,374
o Average Wage at Placement	$4.91
o Welfare Entered Employment Rate	51%
Youth	
o Entered Employment Rate	43%
o Positive Termination Rate	75%
o Cost Per Positive Termination	$4,900

INCENTIVES

To promote exemplary performance under the Title IIA 78% program, JTPA also provides for incentive funds to be awarded to those SDAs that exceed their planned performance standards at the end of the year. JTPA Title IIA 6% funds are set aside for two purposes: 1) incentives awards for exceeding standards and 2) provision of technical assistance to SDAs that fail to meet performance standards. The law requires that these incentive funds be

distributed to SDAs equitably based on the degree by which each SDA exceeded its performance standards. These incentives are then programmed with the next year's IIA 78% allocation for providing additional services. The state is also able to use these Title IIA 6% funds to provide technical assistance and training to SDAs when standards are not met.

SANCTIONS

The law requires that corrective action and sanctions be imposed for SDAs that fail to meet the Title IIA 78% standards. After the first year's failure of one or more performance standard(s), the Governor must provide technical assistance. If the SDA fails the same performance standard(s) for a second consecutive year, the Governor must impose sanctions. Such sanctions are to be based on the degree of the failure and numbers of standards failed, but can include the following:

- Prohibit the use of subcontractors(s)
- Restructure the PIC
- Select another entity to administer the program
- Require administrative changes as deemed necessary to improve performance

POSTSCRIPT:
THE ROLE OF EDUCATION AND JOB TRAINING TO SUPPORT ECONOMIC REVITALIZATION

POSTSCRIPT:
The Role of Education and Job Training to Support Economic Revitalization

Recent economic conditions in Texas prompted the creation of a new state agency, the Texas Department of Commerce, charged to oversee a comprehensive and coordinated state plan for economic development. The intent was to consolidate a variety of economic development activities, based previously in numerous state agencies, and to provide state level support for economic development, which is recognized as primarily a community function. And yet, if these efforts to revitalize our economy are to have any meaningful and long-term gains, we must come quickly to the same conclusions about state policy for preparing the workforce for the jobs created in that new economy.

Heretofore our policies for the development of our human resources have been fragmented often duplicative, even competitive. Our rich natural resources provided a high quality of life, a strong economic advantage and a cushion against previous shocks that crippled other parts of the nation. But today we are fighting to recover our advantage in national and international markets; this "technological revolution" will be fought and won with a well-trained, highly motivated and flexible workforce.

Current as well as forecasted economic, demographic and educational imperatives make a convincing case for the immediate enactment of a comprehensive and coordinated state policy for human resource development. Our present large population provides a labor pool that exceeds the availability of jobs. Business in this environment can afford to be highly selective in hiring decisions. Yet, in spite of that luxury, business is finding it must make major investments in remediation training for its workers to produce quality goods. The American Society for Training & Development estimates this remediation costs business $300 million annually. Add to this the productivity loss attributed to workers who are unable to read, write and compute, and the bill approaches $26 billion a year. Rising dropout rates, higher incidence of illiteracy, and high school diplomas that are of questionable value are cited as major contributors to the lowering of American productivity and competitiveness.

What of the future? While forecasts for the next 10-15 years indicate a rise in jobs, a declining population will create a shrinking labor pool. Workforce 2000, a U.S. Department of Labor study, predicts that in the future the new workforce entrants will be composed primarily of women and minorities, who currently represent a disproportionately high percentage of the disadvantaged. An investment of this "down-time" in the state's economy to take a multi-program approach to reverse the educational and economic deficiencies of these segments of our population will not only bring about their self-sufficiency but prove critical in the success of our economic revitalization efforts. The impending labor shortage offers the greatest opportunity to prepare the disadvantaged to be the productive workers needed to restore U.S. industrial competitiveness.

Texas today spends billions of dollars each year through a constellation of state and federal programs to provide job preparation and related activities, all without the benefit of a cohesive or long-term plan or commitment. Many of these programs are targeted to the disadvantaged and jobless. Coordination has occurred in small, short-lived efforts, but coordination has never been institutionalized across the many state and local organizations delivering these human resource development services. Recently the scarcity of resources for these programs has forced these various systems toward coordination but these have been ad hoc and sporadic in nature. The consequences of continuing this loosely organized approach to human resource development will mean a higher price tag in the near future for local communities and the state as a whole. If people do not match the skill requirements for new jobs they will put greater demands on the already over-burdened state services such as unemployment compensation, welfare and even our prisons.

A commitment now for a consolidated human resource development policy that involves education, job training and numerous income support programs, in partnership with the private sector, can make significant contributions in support of the new state economic development effort. At the heart of this plan will certainly be vocational education and job training but they alone cannot tackle this immense problem. Just as business is developing systems and tools to create products "right the first time", Texas can develop a comprehensive policy that includes initiatives to transition dislocated workers quickly to the labor market, to build programs to elevate the functional literacy levels demanded in the new technologically-oriented workplace, to motivate youth to stay in and complete high school, and to provide meaningful training for welfare recipients based on local labor market demands, by planning the array of available resources jointly as instruments of economic development.

Just as economic development is largely a local community function, so too is the development of a workforce with basic, analytical and technical skills. Therefore, this human resource development policy must charge the involved state agencies to coordinate their resources and to develop program policies, procedures and rules that do not impede local flexibility and innovation. Communities are where companies

locate and grow; local governments and institutions, in partnership with the private sector, can be more responsive to these demands than state agencies. State agencies must be charged with learning about the many related programs and policies and be alert to the ways these impact local economic development initiatives.

Given this new environment, the various local institutions could plan the many available resources together to develop strategies tailored to the needs of the local populations and labor market, utilizing updated and consistent labor market information (clearly a state-level function). Communities could implement many of the joint ventures suggested in the attached chart entitled "Opportunities for Joint Planning" and explore many others as the opportunities for cross-program planning expand.

Without such a commitment to add human resource development to the equation, Texas will lose business and productive workers to states that strike a balance between economic development and human resource development. Failure to come to this conclusion rapidly could produce more frequent and severe economic shocks for Texas than those that are jeopardizing our quality of life today.

OPPORTUNITIES FOR JOINT PLANNING

Carl D. Perkins Vocational Education Act and Job Training Partnership Act

OBJECTIVE	JTPA ACTIVITIES	PERKINS ACTIVITIES	OTHER PROGRAMS
Job Training for AFDC Recipients	Vocational education; counseling; OJT; occupational exploration; job search and placement; post-placement supportive services; GED (Title IIA 78%, 6%, 8%)	Outreach; assessment; prevocational and literacy training; childcare and transportation for VE students; vocational education programs. (Title IIA Disadvantaged, Adults, Sex Equity, Single Parents; Title IIB)	AFDC; Social Security Title XX; ABE; Food Stamps; Medicaid; Pell Grants; Wagner-Peyser; WIN; TJTC
Worker Adjustment	Assessment; vocational education; counseling; support services; job search and placement; remediation and literacy training; upgrading; relocation. (Title IIA 3%; Title III)	Curriculum updating; modern training equipment purchase; expansion of facilities or schedules to accommodate training needs; remediation and literacy training; entrepreneurial training. (Title IIA Adults; Title IIB)	UC; TAA; Wagner-Peyser; ABE; Pell Grants
Dropout Recovery	Counseling; supportive services; tutoring; job search and placement; basic skills remediation and literacy training, OJT; alternative education. (Title IIA 78%, 8%, 6%, 3%)	Outreach; assessment; prevocational training; basic skills remediation; childcare and transportation for VE students; alternative education. (Title IIA Disadvantaged, Adults, Single Parents, Sex Equity; Title IIB)	Wagner-Peyser; Pell Grants; apprenticeship training; ABE
Adult Literacy	Literacy training; vocational exploration; OJT; work experience; remedial and basic skills training; job search and placement. (Title IIA 78%, 8%, 3%; Title III)	Outreach; assessment; literacy training; childcare and transportation for VE students; occupational training. (Title IIA Disadvantaged, Adults, Sex Equity, Single Parents; Title IIB)	ABE; Wagner-Peyser; VISTA

ABBREVIATIONS

AFDC = Aid to Families with Dependent Children, **ABE** = Adult Basic Education, **UC** = Unemployment Compensation, **WIN** = Work Incentive; **TAA** = Trade Adjustment Assistance, **TJTC** = Targeted Jobs Tax Credit; **VISTA** = Volunteers in Service to America.

APPENDICES

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(State Board of Vocational Education)

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Pete Morales, Jr., Devine
John Mack Prescott, College Station
Kathy Pearcy Raines, Cleburne
Jack Strong, Longview

W.N. Kirby, Executive Officer of the State Board of Education

For information about the State Board of Education contact:

Dr. William N. Kirby
Commissioner of Education
Texas Education Agency
1701 North Congress
Austin, Texas 78701
(512) 463-8985

ADVISORY COUNCIL FOR TECHNICAL-VOCATIONAL EDUCATION IN TEXAS

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Ted Martinez, Jr., Dallas
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Donna Price, Houston
Talmadge D. Steinke, Waco

For information about the Advisory Council for Technical-Vocational Education in Texas, contact:

Will Reece, Executive Director
P.O. Box 1886
Austin, Texas 78767
(512) 463-5490

TEXAS STATE JOB TRAINING COORDINATING COUNCIL

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James Smith, Houston
Linda Strong, Corpus Christi
Judy Stubbs, Dallas
Aldo Tatangelo, Laredo
Gale Van Hoy, Houston
VaLita Waits, Tyler

For information about the State Job Training Coordinating Council contact:

Ms. Brenda Lovett
Supervisor for State Councils
Texas Department of Community Affairs
P.O. Box 13166
Austin, Texas 78711-3166
(512) 834-6352 or 1-800-252-9642

ORGANIZATION CHARTS OF
TEXAS HIGHER EDUCATION COORDINATING BOARD
AND
COMMUNITY COLLEGES AND TECHNICAL INSTITUTES DIVISION

The state administering agency for the postsecondary funds of the Carl D. Perkins Vocational Education Act is the Texas Higher Education Coordinating Board (THECB). The division responsible for the Carl D. Perkins program is the Community Colleges and Technical Institutes Divison (CCTI). Organization charts are provided.

ADDRESS:

Texas Higher Education Coordinating Board
200 East Riverside Drive
Austin, Texas 78704

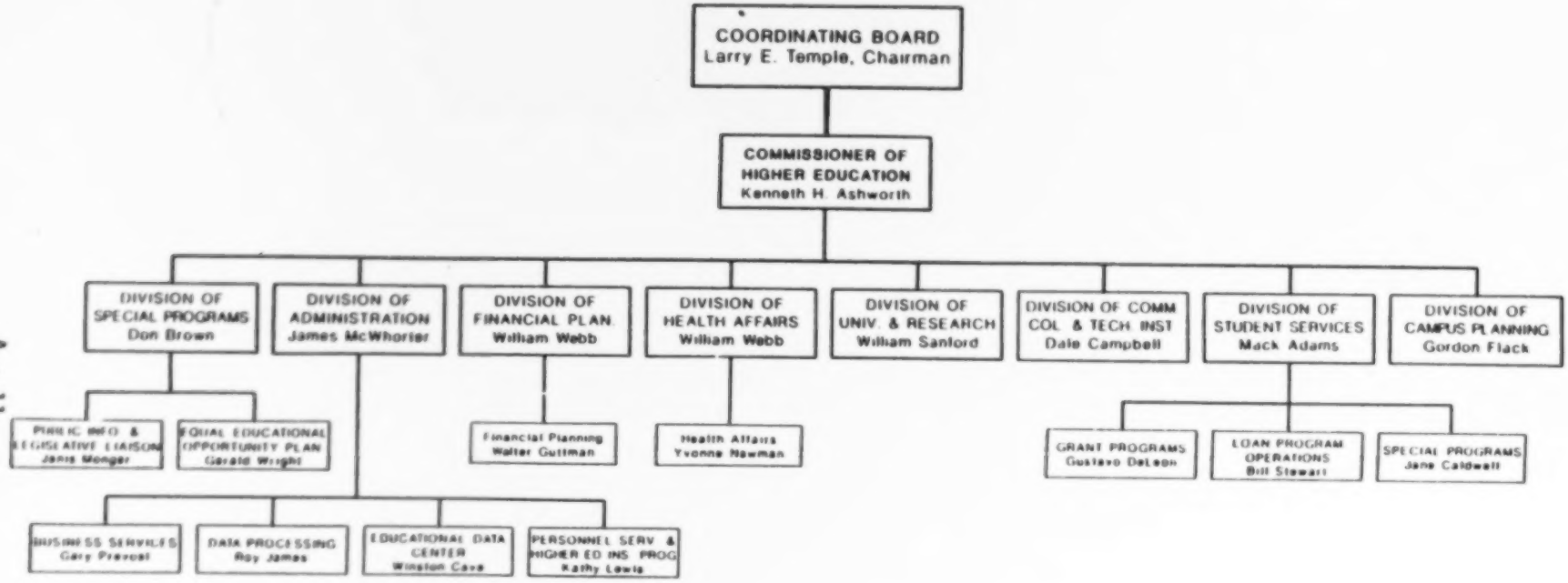
MAILING ADDRESS:

Texas Higher Education Coordinating Board
P.O. Box 12788
Austin, Texas 78711

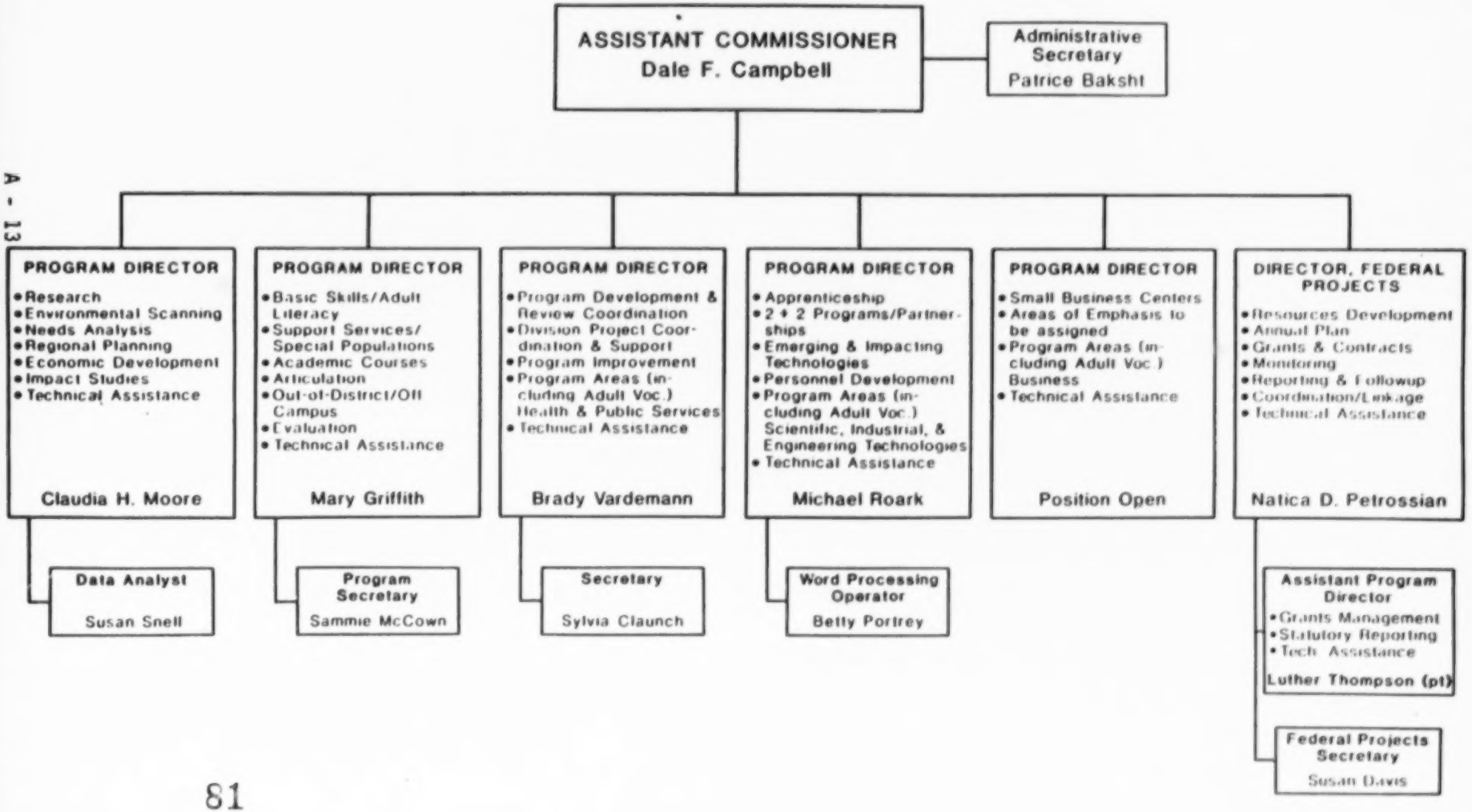
TELEPHONE:

- For THECB (512) 462-6400
- For CCTI (512) 462-6300

COORDINATING BOARD
TEXAS COLLEGE AND UNIVERSITY SYSTEM
Organizational Chart



COORDINATING BOARD
COMMUNITY COLLEGES AND TECHNICAL INSTITUTES



ORGANIZATION CHARTS OF
TEXAS DEPARTMENT OF COMMUNITY AFFAIRS
AND
TRAINING AND EMPLOYMENT DEVELOPMENT DIVISION

The state administering agency for the Job Training Partnership Act programs is the Texas Department of Community Affairs (TDCA). The division responsible for the JTPA program is the Training and Employment Development Division (TEDD). Organization charts are provided.

ADDRESS:

Texas Department of Community Affairs
8317 Cross Park Drive
Austin, Texas 78754-5124

MAILING ADDRESS:

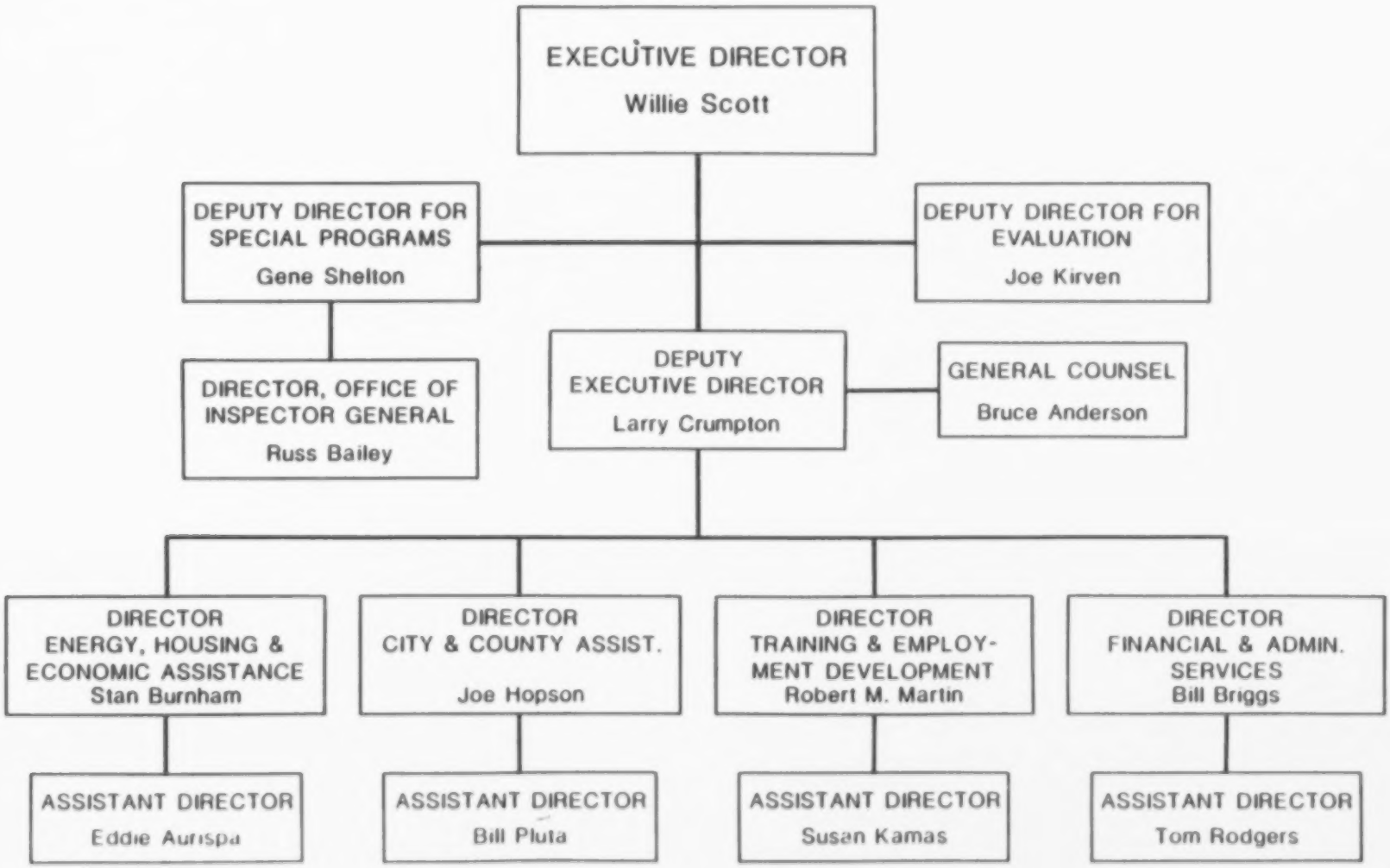
Texas Department of Community Affairs
P.O. Box 13166, Capitol Station
Austin, Texas 78711-3166

TELEPHONE:

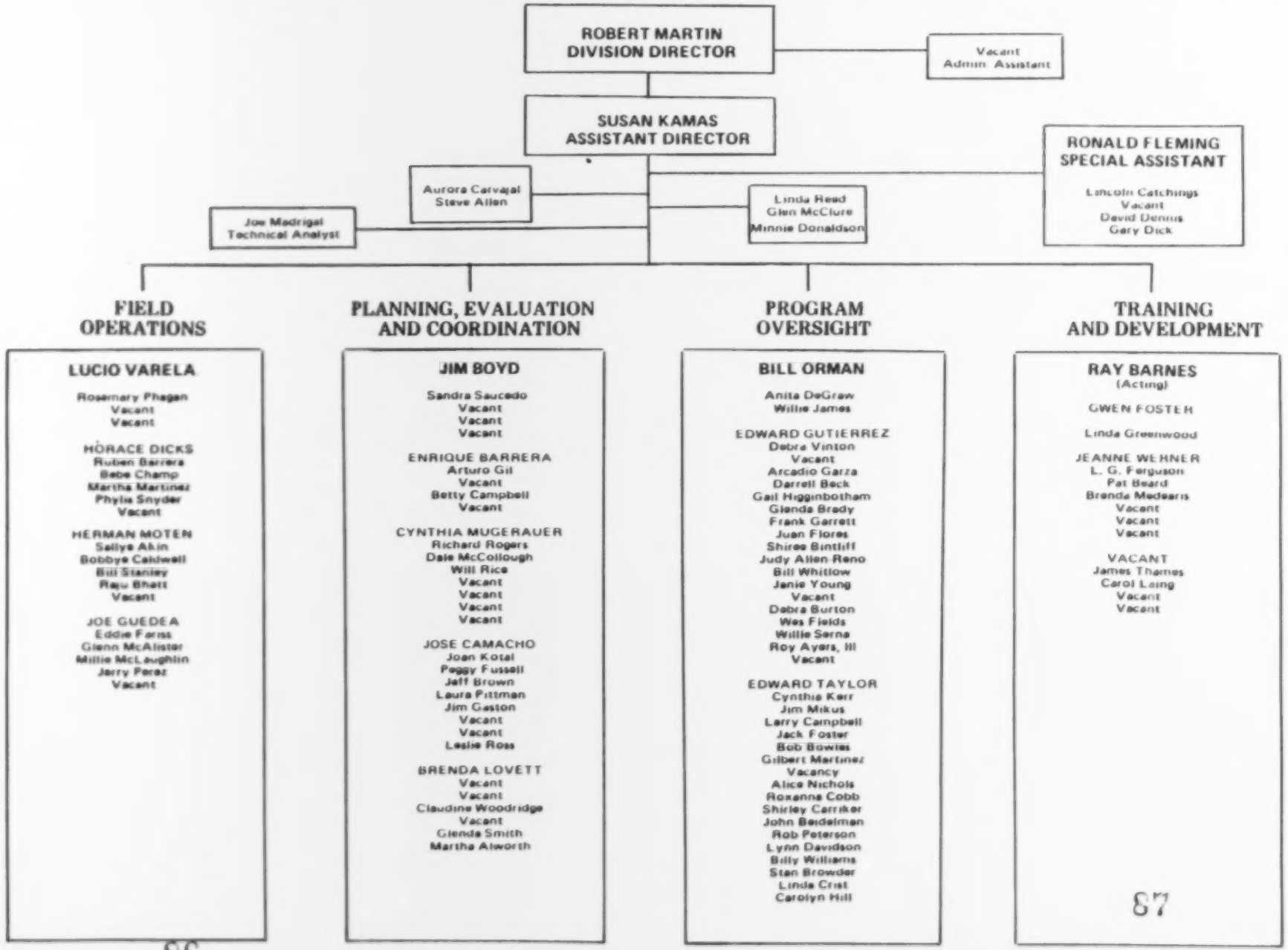
- For TDCA (512) 834-6000 or 1-800-252-9642
- For TEDD (512) 834-6090 or 1-800-252-9642

TEXAS DEPARTMENT OF COMMUNITY AFFAIRS

Organization Chart



Trai ng & Employment Development . vision – Organization Chart Jul 1987



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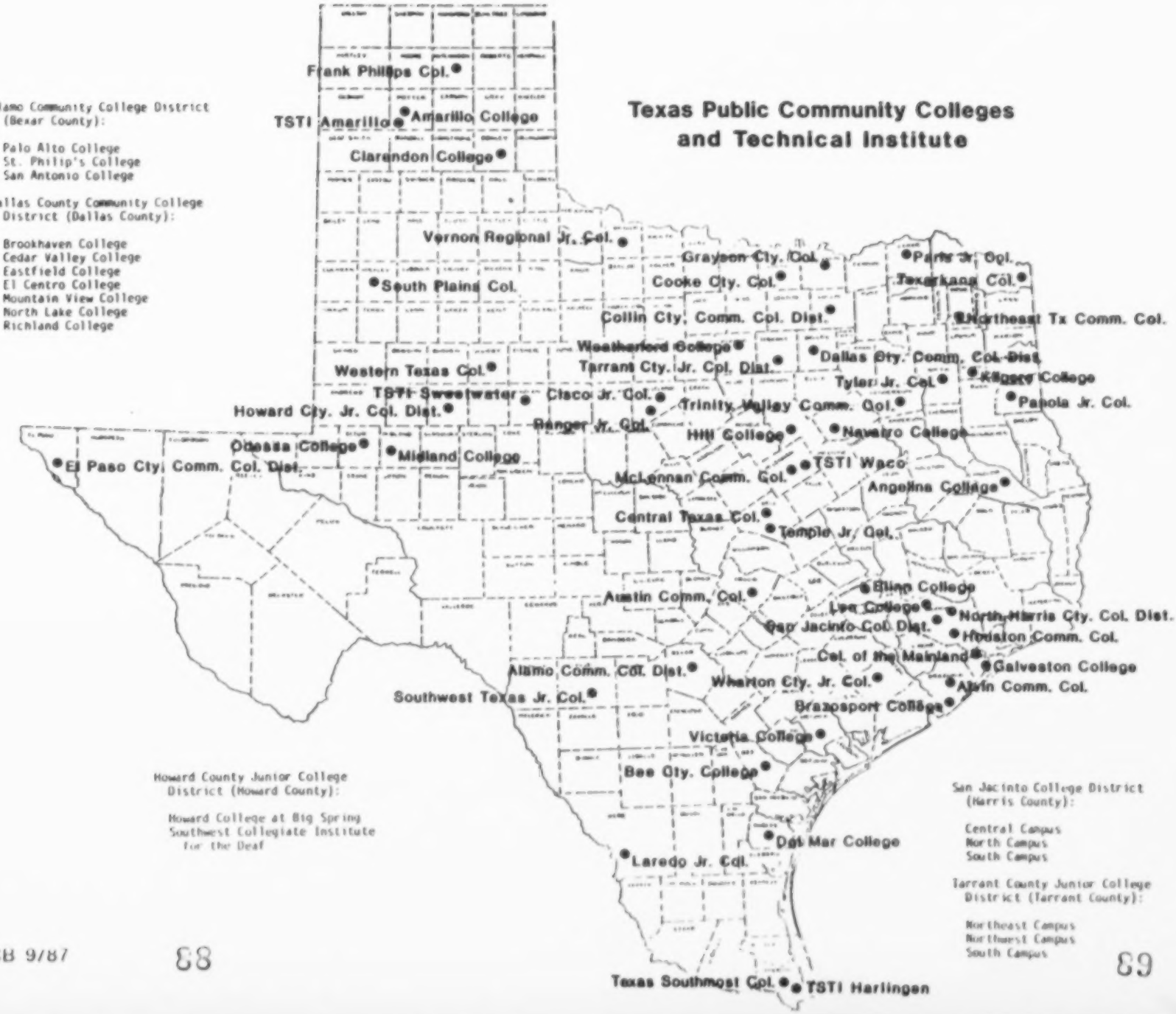
Texas Public Community Colleges and Technical Institute



Alamo Community College District (Bexar County):

- Palo Alto College
- St. Philip's College
- San Antonio College

Dallas County Community College District (Dallas County):

- Brookhaven College
- Cedar Valley College
- Eastfield College
- El Centro College
- Mountain View College
- North Lake College
- Richland College

Howard County Junior College District (Howard County):

- Howard College at Big Spring
- Southwest Collegiate Institute for the Deaf

San Jacinto College District (Harris County):

- Central Campus
- North Campus
- South Campus

Tarrant County Junior College District (Tarrant County):

- Northeast Campus
- Northwest Campus
- South Campus

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PUBLIC POSTSECONDARY
VOCATIONAL EDUCATION INSTITUTIONS CONTACT LIST

The following is a list of all public postsecondary institutions in Texas that receive federal vocational education funding. The names are listed in columns by their title: (1) dean of vocational-technical education (2) director of student services and (3) sex equity coordinator. In most cases, there is one sex equity coordinator for each school regardless of the number of campuses.

	(1)	(2)	(3)
ALAMO COMMUNITY COLLEGE DISTRICT			
Palo Alto College	Homer Hayes Dean of Occ. Ed. Palo Alto College 1400 W. Villaret Blvd. San Antonio, Tx 78224 (512) 432-3200	Felix Zamora Dean of Student Svs. Palo Alto College 1400 W. Villaret Blvd. San Antonio, Tx 78224 (512) 432-3200	Angela Campos Affirmative Action Coordinator P.O. Box 3800 San Antonio, Tx 78284 (512) 220-1500
San Antonio College	Tessa Tagle Dean of Occ. Ed. San Antonio College 1300 San Pedro Ave. San Antonio, Tx 78212 (512) 733-2440	Earl L. Wright V/P of Student Svs. San Antonio College 1300 San Pedro Ave. San Antonio, Tx 78212 (512) 733-2360	
St. Philip's College	Thomas O. Harris Occ. Ed. & Tech. St. Philip's College 2111 Nevada Street San Antonio, Tx 78203 (512) 531-3445	Don A. Coleman V/P Student Svs. St. Philip's College 2111 Nevada Street San Antonio, Tx 78203 (512) 531-3252	
ALVIN COMMUNITY COLLEGE	John Bethscheider Assoc. Dean Alvin Comm. College 3110 Mustang Road Alvin, Tx 77511 (713) 331-6111	Jo Bennett, Assoc. Dean of Students Alvin Comm. College 3110 Mustang Rd. Alvin, Tx 77511 (713) 331-6111	Abe Smith Asst. to Director of Continuing Ed. Alvin Comm. College 3110 Mustang Rd. Alvin, Tx 77511 (713) 331-6111

(1)	(2)	(3)
AMARILLO COLLEGE R. Eugene Byrd Vice Pres. & Dean of Instruction Amarillo College P.O. Box 447 Amarillo, Tx 79178 (806) 371-5000	Nichols D. Gennett Dean/Student Services Amarillo College P.O. Box 447 Amarillo, Tx 79178 (806) 371-5000	Donna Moore Coordinator, Sex Bias & Stereotyping Amarillo College P.O. Box 447 Amarillo, Tx 79178 (806) 371-5000
AMERICAN EDUCATIONAL COMPLEX Robert Dunlap, Dean Occ. Education American Educational Complex U.S. Hwy 190 West Killeen, Tx 76541 (817) 526-7161	Bob Criswell Dean/Student Svs. American Educational Complex U.S. Hwy 190 West Killeen, Tx 76541 (817) 526-7161	Louella Tate Director, Student Svc. American Educational Complex U.S. Hwy 190 West Killeen, Tx 76541 (817) 526-7161
ANGELINA COLLEGE Richard E. Pulaski, Dir. Voc-Tech Education Angelina College P.O. Box 1768 Lufkin, Tx 75901-1768 (409) 639-1301	Wilton Killam Dean/Student Svs. Angelina College P.O. Box 1768 Lufkin, Tx 75901 (409) 639-1301	Judy Semlinger Coordinator of Student Services Angelina College P.O. Box 1768 Lufkin, Tx 75901-1768 (409) 639-1301
AUSTIN COMMUNITY COLLEGE DISTRICT Elbert Marcom, Dean Occ. Education Austin Comm. College P.O. Box 2285 Austin, Tx 78768 (512) 495-7000	Gwen Rippey Vice-President Student Svs. Austin Comm. College P.O. Box 2285 Austin, Tx 78768 (512) 495-7000	Joann O'Neil Director of Student Services Austin Comm. College P.O. Box 2285 Austin, Tx 78768 (512) 495-7000
BEE COUNTY COLLEGE Neal McBryde, Vice Pres. Occ. Programs Bee County College 3800 Charco Rd. Beeville, Tx 78102 (512) 358-3130	Robert C. Schustereit Dean/Student Svs Bee County College 3800 Charco Rd. Beeville, Tx 78102 (512) 358-3130	Roger Schustereit Vice-Pres. of Admin. Services 3800 Charco Rd. Beeville, Tx 78102 (512) 358-3130
BLINN COLLEGE Charles Cottingham VP of Academic Affairs Blinn College 902 College Ave. Brenham, Tx 77833 (409) 836-9311	William R. Perry Dean/Student Svs. Blinn College 902 College Ave. Brenham, Tx 77833 (409) 836-9312	Charles Cottingham VP of Academic Affairs Blinn College 902 College Ave. Brenham, Tx 77833 (409) 836-9311

(1)	(2)	(3)
BRAZOSPORT COLLEGE Herb Miles, Dean Occ-Tech Education Brazosport College 500 College Drive Lake Jackson, Tx 77566 (409) 265-6131	Morris Paschall Dean of Students Brazosport College 500 College Drive Lake Jackson, Tx 77566 (409) 265-6131	Connie Zettle Personnel Services Officer Brazosport College 500 College Drive Lake Jackson, Tx 77566 (409) 265-6131
CISCO JUNIOR COLLEGE Gerald Bint, Dean Voc-Tech Education Cisco Junior College Rt. 3, Box 3 Cisco, Tx 76437 (817) 442-2567	John Muller Dean of Students Cisco Junior College Rt. 3, Box 3 Cisco, Tx 76437 (817) 442-2567	Emma Watts Administrative Ass't. Cisco Junior College Rt. 3, Box 3 Cisco, Tx 76437 (817) 442-2567
CLARENDON COLLEGE Phil E. Shirley Dean of Instruction Clarendon College P.O. Box 968 Clarendon, Tx 79226 (806) 874-3571	Leonard D. Selvidge Dean of Students Clarendon College P.O. Box 968 Clarendon, Tx 79226 (806) 874-3571	Kenneth Vaughan President Clarendon College P.O. Box 968 Clarendon, Tx 79226 (806) 874-3571
COLLEGE OF THE MAINLAND Don Bass, Dean of Instr., Voc-Tech Ed. College of the Mainland 8001 Palmer Hwy Texas City, Tx 77590 (409) 938-1211	Don Bass, Dean of Student Services College of the Mainland 8001 Palmer Hwy Texas City, Tx 77590 (409) 938-1211	Bernice Tyson Director of Personnel College of the Mainland 8001 Palmer Hwy Texas City, Tx 77590 (409) 938-1211
COLLIN COUNTY COMMUNITY COLLEGE Rodney Berg V.P. of Inst. Collin Co. Comm. College 2200 W. University McKinney, Tx 75069 (214) 548-9971	Deborah L. Floyd V.P. of Student Dev. Collin Co. Comm. College 2200 W. University McKinney, Tx 75060 (214) 548-9971	Mary Rabaut Director Life Planning Collin Co. Comm. College 2200 W. University McKinney, Tx 75060 (214) 548-9971
COOKE COUNTY COLLEGE Whit Williams, Assoc. Dean Voc-Tec Education Cooke County College P.O. Box 815 Gainesville, Tx 76240 (817) 668-7731	Eddie C. Hadlock Dean/Student Svs. Cooke County College P.O. Box 815 Gainesville, Tx 76240 (817) 668-7731	Eddie Hadlock Dean/Student Svs. Cooke County College P.O. Box 815 Gainesville, Tx 76240 (817) 668-7731

(1) (2) (3)

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Brookhaven College

(1)	(2)	(3)
Marilyn Kolesar Chair/Tech. Occ. Special Services Brookhaven College Farmers Branch, Tx 75234 (214) 620-4800	Joseph R. Sullivan V/P of Student Dev. Brookhaven College 3939 Valley Lane Farmers Branch,Tx 75234 (214) 620-4807	Teresa O'Rourke Resource Dev. Spec. DCCCD 701 Elm St. Dallas, Tx 75202-3299 (214) 746-2125

Cedar Valley College

(1)	(2)	(3)
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Eastfield College

(1)	(2)	(3)
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El Centro College

(1)	(2)	(3)
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Mountain View College

(1)	(2)	(3)
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North Lake College

(1)	(2)	(3)
Clif Weaver Assoc. Dean of Inst. North Lake College 2000 Walnut Hill Lane Irving, Tx 75062 (214) 659-5233	Margaret Lewis V/P of Student Services North Lake College 2000 Walnut Hill Lane Irving, Tx 75038-3899 (214) 659-5242	

(1)	(2)	(3)
Richland College Linda Morable Assoc. Dean of Tech/Occ. Programs Richland College 12800 Abrams Road Dallas, Tx 75243 (214) 238-6339	Sharon Griffith V/P of Student Services Richland College 12800 Abrams Rd. Dallas, Tx 75243 (214) 238-6202	
DEL MAR COLLEGE Jo Kostoch Occ. Education Del Mar College Baldwin and Ayers Corpus Christi, Tx 78404 (512) 881-6200	Eldon W. Long Dean of Pers. Svs. Del Mar College Baldwin and Ayers Corpus Christi, Tx 78404 (512) 881-6200	JoAnn Luckie Director, Special Populations Del Mar College Baldwin and Ayers (512) 881-6298
EL PASO COMMUNITY COLLEGE Diane K. Troyer, Dean Cont. Ed. & Comm. Svs. El Paso Community College P.O. Box 20500 El Paso, Tx 79998 (915) 594-2247	Joe Forrester Dean/Student Svs. El Paso Community College P.O. Box 20500 El Paso, Tx 79998 (915) 594-2300	Diane K. Troyer, Dean Bus. & Tech. El Paso Community College P.O. Box 20500 El Paso, Tx 79998 (915) 594-2247
FRANK PHILLIPS COLLEGE Vance Gipson, Dean of Instruction Frank Phillips College Box 5118 Borger, Tx 79007 (806) 274-5311	Steve Wilkinson Dir. Student Svs. Frank Phillips College Box 5118 Borger, Tx 79007 (806) 274-5311	Steve Wilkinson Dir. Student Svs. Frank Phillips College Box 5118 Borger, Tx 79007 (806) 274-5311
GALVESTON COLLEGE Marc Nigliazzo V.P. of Instruction Galveston College 4015 Ave. Q Galveston, Tx 77550 (409) 763-6551	Gene Moore Dir. Student Svs. Galveston College 4015 Ave. Q Galveston, Tx 77550 (409) 763-6551	Gaynelle Hays Asst. Dean of Counseling Galveston College 4015 Ave. Q Galveston, Tx 77550 (409) 763-6551
GRAYSON COUNTY COLLEGE Alan J. Scheibmeir V.P. of Instruction Grayson County College 6101 Grayson Drive Denison, Tx 75020 (214) 465-6030	Howard Rainwater V.P. of Student Affairs Grayson County College 6101 Grayson Drive Denison, Tx 75020 (214) 465-6030	Ray Smith Asst. V.P. for Development Grayson County College 6101 Grayson Drive Denison, Tx 75020 (214) 465-6030

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HILL COLLEGE		
Allen Boehm, Dean Voc-Tech Ed. Hill College P.O. Box 619 Hillsboro, Tx 76645 (817) 582-2555	Louis N. Allen Dean/Student Dev. Hill College P.O. Box 619 Hillsboro, Tx 76645 (817) 582-2555	Jennifer Fowler Vocational Counselor Hill College P.O. Box 619 Hillsboro, Tx 76645 (817) 582-2555
HOUSTON COMMUNITY COLLEGE		
Betty McCrohan Occ. Education Houston Community College P.O. Box 7849 Houston, Tx 77270-7849 (713) 868-0716	James Engle V.P./Student Affairs Houston Community College P.O. Box 7849 Houston, Tx 77270-7849 (713) 868-0727	Betty McCrohan Dean, Fin. Affairs Houston Community College P.O. Box 7849 Houston, Tx 77270-7849 (713) 0716
HOWARD COLLEGE		
Bob Mehan, Dean Occ. Education Howard College 1001 Birdwell Lane Big Spring, Tx 79720 (915) 267-6311	Cheri Sparks V.P.-Student Life Howard College 1001 Birdwell Lane Big Spring, Tx 79720 (915) 267-6311	Linda Conway Dean of Admissions and Comm. Relations Howard College Big Spring, Tx 79720 (915) 267-6311
KILGORE COLLEGE		
Beryl McKinnerney Dean/Occ. Ed. Kilgore College 1100 Broadway Kilgore, Tx 75662 (214) 984-8531	Joe Cruseturner Registrar Kilgore College 1100 Broadway Kilgore, Tx 75662 (214) 984-8531	Beryl McKinnerney Dean/Occ. Ed. Kilgore College 1100 Broadway Kilgore, Tx 75662 (214) 984-8531
LAMAR UNIVERSITY		
Beaumont		
Kenneth Shipper, Dean College of Tech. Arts Lamar University P.O. Box 10043-LU Station Beaumont, Tx 77710 (409) 880-7011	Andrew J. Johnson, Dir. of Student Services Lamar University P.O. Box 11900 Lamar Station Beaumont, Tx 77710 (409) 880-7011	Nancy Davis Coordinator, Special Services Lamar University P.O. Box 11900 Lamar Station Beaumont, Tx 77710 (409) 880-8321
Orange		
Connie J. McLendon Lamar University at Orange 410 Front Street Orange, Tx 77630 (409) 727-0143	Dal Moreau Dean/Student Affairs Lamar University/Orange 410 Front St. Orange,Tx 77630 (409) 727-0143	Jo Foreman Coordinator, Student Support Services Lamar Univ./Orange 410 Front St. Orange, Tx 77630 (409) 983-7750

(1)	(2)	(3)
Port Arthur		
F. Cleo Savage, Dean Tech Arts Program Lamar Univ. at Port Arthur P.O. Box 310 Port Arthur, Tx 77640 (409) 727-0886	Thomas Neal Dir.of Student Svs. Lamar Univ. at Port Arthur P.O. Box 310 Port Arthur, Tx 77640 (409) 727-0886	Shelia O'Neil Support Services Cord. Lamar University - Port Arthur P.O. Box 310 Port Arthur, Tx 77640 (409) 983-4921
LAREDO JUNIOR COLLEGE		
Jose R. Juarez V.P. for Instruction Laredo Junior College West End Washington St. Laredo, Tx 78040 (512) 722-8001	Crispin Sanchez Dean/Student Pers. Services Laredo Junior College W. End Washington St. Laredo, Tx 78040 (512) 722-8001	Josefina Luera Counselor/Coord. Women's Center Laredo Junior College W. End Washington St. Laredo, Tx 78040 (512) 722-0521
LEE COLLEGE		
Robert Backstrom, Dean Occ. Education Lee College P.O. Box 818 Baytown, Tx 77520 (713) 427-5611	Ed Moak, Dean Student/Pers. Svs. Lee College P.O. Box 818 Baytown, Tx 77520 (713) 427-5611	Kathy Clausen Director, Cont. Ed. Lee College P.O. Box 818 Baytown, Tx 77520 (713) 427-5611
MCLENNAN COMMUNITY COLLEGE		
A.L. Pollard, Dean Tech. Education McLennan Comm. College 1400 College Drive Waco, Tx 76708 (817) 756-6551	Laverne Wong, Dean Student Svs. McLennan Comm. College 1400 College Drive Waco, Tx 76708 (817) 756-6551	Laverne Wong, Dean Student Svs. McLennan Comm. College 1400 College Drive Waco, Tx 76708 (817) 756-6551
MIDLAND COLLEGE		
Richard Holmes, Dean Occ-Tech Education Midland College 3600 N. Garfield Midland, Tx 79701 (915) 684-7851	Camal C. Dakil, Dean of Students Midland College 3600 N. Garfield Midland, Tx 79701 (915) 684-7851	Wanda Phillips Spec. Products Coord. Midland College 3600 N. Garfield Midland, Tx 79701 (915) 685-4568
NAVARRO COLLEGE		
C. Paul Green, Dean Career Education Navarro College 3200 W. 7th Ave. Corsicana, Tx 75110 (214) 874-6501	Joe D. May, Ed. D. Dean/Student Svs. Navarro College P.O. Box 1170 Corsicana, Tx 75110 (214) 874-6501	Coy Grace, Dean Dean, Off Campus Ctrs. Navarro College P.O. Box 1170 Corsicana, Tx 75110 (214) 874-6501

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NORTH HARRIS COUNTY COLLEGE		
Kenne Turner Occ-Tec. & Cont. Ed. N. Harris Co. College 3 Greenspoint Pl. 233 Benmar Drive Houston, Tx 77060 (713) 875-1515	Roy Lazenby Assoc. Dean of Student Svs. N. Harris Co. College 2700 W. W. Thorne Dr. Houston, Tx 77073 (713) 875-1515	Kenne Turner Director, Curr/Res. Education Dev. N. Harris Co. College 3 Greenspoint Pl. 233 Benmar Drive Houston, Tx 77060 (713) 875-1515
NORTHEAST TEXAS COMMUNITY COLLEGE		
Jack Foreman, Dir. Occ. Education NE Texas Comm. College P.O. Box 1307 Mt. Pleasant, Tx 75455 (214) 572-1911	Jerry Wesson Dean/Student Svs. NE Texas Comm. College P.O. Box 1307 Mt. Pleasant, Tx 75455 (214) 572-1911	Judy Traylor Dir.,Adult & Dev. Ed. NE Texas Comm. College P.O. Box 1307 Mt. Pleasant,Tx 75455 (214) 572-1911
ODESSA COLLEGE		
Bernhard Sedate V.P. for Inst. Odessa College P.O. Box 3752 Odessa,Tx 79760 (915) 335-6400	Miles Eckert V.P. College Svs. Odessa College P.O. Box 3752 Odessa, Tx 79760 (915) 335-6400	Sherry Burke Dir. Student Dev. Odessa College P.O.Box 3752 Odessa, Tx 79760 (915) 335-6400
PANOLA JUNIOR COLLEGE		
W.H. Gullette, Dean Occ. Education Panola College W. Panola St. Carthage, Tx 75633 (214) 693-2032	Martha Miller, Dean Admissions Panola College W. Panola St. Carthage, Tx 75633 (214) 693-2022	William Gullette, Dean Occ. Tech. Panola College W. Panola St. Carthage, Tx 76533 (214) 693-2032
PARIS JUNIOR COLLEGE		
Harley Davis, Dean Applied Sciences Paris Junior College 2400 Clarksville St. Paris, Tx 75460 (214) 785-7661	Eric Priest V.P. Admin. Affairs Paris Junior College 2400 Clarksville St. Paris, Tx 75460 (214) 785-7661	Jimmye Hancock, Dean Instructional Support Paris Junior College 2400 Clarksville St. Paris, Tx 75460 (214) 785-7661
RANGER JUNIOR COLLEGE		
Leonard Marusak, Dean Inst.- Curr. Ed. Ranger Junior College College Drive Ranger, Tx 76470 (817) 647-3234	Paul Kasper, Dean Student Pers. Ranger Junior College College Circle Ranger, Tx 76470 (817) 647-3234	Jack Elsom, President Ranger Junior College College Circle Ranger, Tx 76470 (817) 647-3234

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SAN JACINTO JUNIOR COLLEGE		
Central		
Clayton W. Kelley, Jr. Dir. Occ/Tech Ed. San Jacinto College-Central 8060 Spencer Hwy Pasadena, Tx 77505 (713) 476-1501	Ron Pierce V.P. Admin Affairs S.J. College-Central 8060 Spencer Hwy Pasadena, Tx 77505 (713) 476-1501	Mary Battarbee Instructor S.J. College-Central 8060 Spencer Hwy Pasadena, Tx 77505 (713) 476-1806
North		
Bill Rueter, Dean Occ-Education San Jacinto College - North 5800 Uvalde Houston, Tx 77049 (713) 458-4050	Bessie E. Halliday Dir./Student Svs. S.J. College - North 5800 Uvalde Houston, Tx 77049 (713) 458-4050	
South		
Loanne Boudreaux, Dir. Occ.- Education San Jacinto College - South 13735 Beamer Road Houston, Tx 77089 (713) 484-1900	William Raffetto Dean/Student Svs. San Jacinto College - South 13735 Beamer Road Houston, Tx 77089 (713) 484-1900	
SOUTH PLAINS COLLEGE		
Frank Hunt, Dean Tech/Voc. Ed. S. Plains College Levelland, Tx 79336 (806) 894-9611	Jerry Barton Dean of Students S. Plains College Levelland, Tx 79336 (806) 894-9611	Steve Beck Dir. Fin. Services S. Plains College Levelland, Tx 79336 (806) 894-9611
Ronnie Glasscock, Dean Voc/Tech Ed. S. Plains College Lubbock, Tx 79401 (806) 747-0576		
SOUTHWEST TEXAS JUNIOR COLLEGE		
Billy Word, Dir. Voc/Tech Ed. SWT Junior College Garner Field Rd. Uvalde, Tx 78801 (512) 278-4401	John A. Davis Admissions/Registrar SWT Junior College Garner Field Rd. Uvalde, Tx 78801 (512) 278-4401	Robert Aguero Dean, Inst. Svs. SWT Junior College Garner Field Rd. Uvalde, Tx 78801 (512) 278-4401
TARRANT COUNTY JUNIOR COLLEGE		
Gale Neff, Dir. Curr,Dev & Eval. Tarrant Co. College 1500 Houston St. Fort Worth, Tx 76102-6599 (817) 336-7851	Thomas P. Stover Dean/Student Dev. Tarrant Co. College 828 Harwood Road Hurst, Tx 76053 (817) 281-7860	Sam Krhovjak Provost, Community Campus Tarrant Co. College 1500 Houston St. Fort Worth, Tx 76102-6599 (817) 534-4861

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	Allen J. Worden Dean/Student Dev. Tarrant Co. College 5301 Campus Drive Fort Worth, Tx 76119 (817) 534-4861	
TEMPLE JUNIOR COLLEGE		
Stanley Churchill, Dean Voc/Tech Ed. Temple Junior College 2600 S. 1st St. Temple, Tx 76501 (817) 773-9961	James Taylor Dean/Student Svs. Temple Junior College 2600 S. 1st St. Temple, Tx 76501 (817) 773-9961	Earl Campbell Personnel Dir. Temple Junior College 2600 S. 1st St. Temple, Tx 76501 (817) 773-9961
TEXARKANA COMMUNITY COLLEGE		
David Mueller, Assoc. Dean Tech/Voc Programs Texarkana Comm. College 2500 N. Robison Rd. Texarkana, Tx 75501 (214) 838-4541	Bill R. Hughers, Dean of Students Texarkana Comm. Coll. 2500 N. Robison Rd. Texarkana, Tx 75501 (214) 838-4541	Elizabeth Shaw Vocational Counselor Texarkana Comm. Coll. 2500 N. Robison Rd. Texarkana, Tx 75501 (214) 838-4541
TEXAS A & M UNIVERSITY		
James Bradley, Dir. Tx Eng. Ext. Svc. Texas A&M Univ. College Station, Tx 77843 (409) 845-7224	John J. Koldus Dean/Student Affairs Texas A&M Univ. College Station,Tx 77843 (409) 845-4728	Patricia Turner, Mgr. South Central Texas Reg. Tng. Center P.O. Box 40 Hemisfair Plaza San Antonio, Tx 78291 (512) 227-8217
TEXAS SOUTHMOST COLLEGE		
Pat Hobbs, Dean Occ. Ed. Texas Southmost Coll. 83 Fort Brown Brownsville, Tx 78520 (512) 544-8200	Jaime Chahin, Dir. Student Pers. Svs. Texas Southmost Coll. 80 Fort Brown Brownsville, Tx 78520 (512) 544-8200	Alexa Pfister Counselor/Coord. Women's Center Texas Southmost Coll. 80 Fort Brown Brownsville, Tx 78520 (512) 544-8200
TEXAS STATE TECHNICAL INSTITUTE		
Amarillo		
Eric Johnson Dean/Instruction TSTI-Amarillo P.O. Box 11035 Amarillo, Tx 79111 (806) 335-2316	William D. Chesire Dean/Student Svs. TSTI-Amarillo P.O. Box 11035 Amarillo, Tx 79111	

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Harlingen		
George H. McShan Dean/Instruction TSTI-Harlingen P.O. Box 2628 Harlingen, Tx 78550 (512) 425-4922	Servado J. Villarreal Dean/Student Services TSTI-Harlingen P.O. Box 2628 Harlingen, Tx 78550 (512) 425-4922	
Sweetwater		
Donald L. Hay Dean/Instruction TSTI-Sweetwater Route 3 Sweetwater, Tx 79556 (915) 235-8441	Moises M. Perez Dean/Student Services TSTI-Sweetwater Route 3 Sweetwater, Tx 79556 (915) 235-8441	
Waco		
James E. Newton Dean/Instruction TSTI-Waco Waco, Tx 76705 (817) 799-3611	Curtis Liston, Jr. Dean/Student Affairs TSTI-Waco Waco, Tx 76705 (817) 799-3611	Leotia Howard Student Counselor TSTI-Waco Waco, Tx 76705 (817) 799-3611
TRINITY VALLEY COMMUNITY COLLEGE		
Jerry King, Dean Voc/Tech Ed. Trinity Valley Comm. Coll. 500 S. Prairieville Athens, Tx 75751 (214) 675-6211	Rip Drumgoole Dean/Students Trinity Valley Comm. College Cardinal Drive Athens, Tx 75751 (214) 675-6211	Jerry King, Dean Occ-Ed. Trinity Valley Comm. College 500 S. Prairieville Athens, Tx 75751 (214) 675-6211
TYLER JUNIOR COLLEGE		
Richard T. Minter, Dean Voc. Program Dev. Tyler Junior Coll. E. 5th St. Tyler, Tx 75701 (214) 531-2200	Raymond Van Cleff V.P./Student Svs. Tyler Junior Coll. P.O. Box 9020 Tyler, Tx 75701 (214) 531-2200	Vickie Geisel Support Svs. Spec. Tyler Junior College P.O. Box 9020 Tyler, Tx 75701 (214) 531-2200
VERNON REGIONAL JUNIOR COLLEGE		
Joe May, Dean of Occ. Inst. Services Vernon Reg. Junior Coll. 4400 College Drive Vernon, Tx 76384 (817) 552-6291	Don Lamb, Dean of Student Services Vernon Reg. Junior Coll. 4400 College Drive Vernon, Tx 76384 (817) 522-6291	Michelle Kitchen Director of Counseling Vernon Reg. Jr. College 4400 College Drive Vernon, Tx 76384 (817) 767-1111

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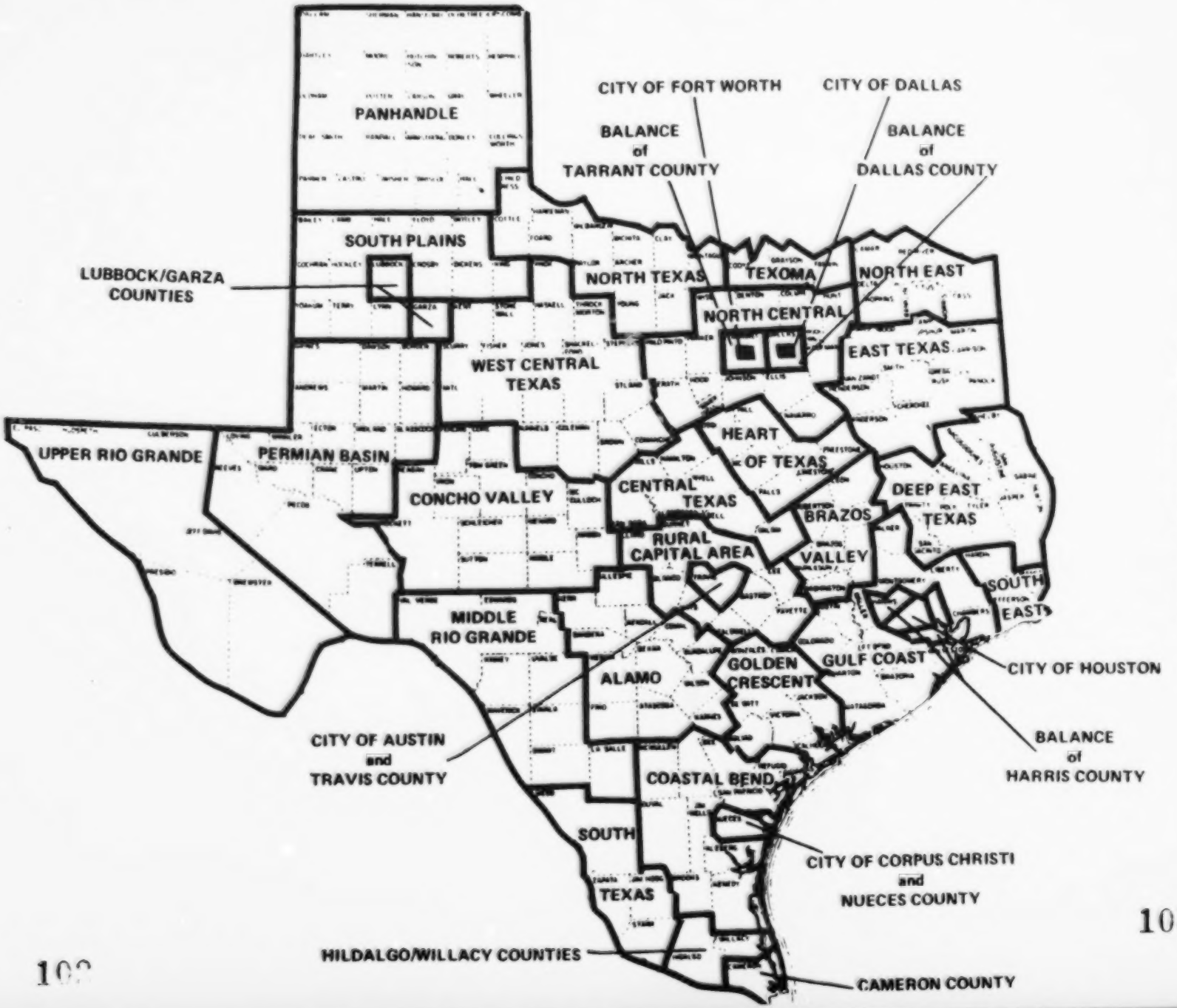
VICTORIA COLLEGE		
Carl Dubose, Dir. Voc. Education Victoria College 2200 E. Red River St. Victoria, Tx 77901 (512) 573-3291	Blake L. Farmer Dir./Student Act. Victoria College 2200 E. Red River St. Victoria, Tx 77901 (512) 573-3291	Carl DuBose, Dir. Voc/Tech Ed. & Eve. School Victoria College 2200 E. Red River St. Victoria, Tx 77901 (512) 573-3291
WEATHERFORD COLLEGE		
Bradford W. Tibbitts Dean of Inst. Weatherford College 308 Park Ave. Weatherford, Tx 76086 (817) 594-5471	Arthur Stockstill Dean/Student Svs. Weatherford College 308 E. Park Ave. Weatherford, Tx 76086 (817) 594-5471	Bradford W. Tibbitts Dean of Inst. Weatherford College 308 E. Park Ave. Weatherford, Tx 76086 (817) 594-5471
WESTERN TEXAS COLLEGE		
Bettie McQueen, Dean Occ. Ed. & Tech. Western Texas Coll. Snyder, Tx 79549 (915) 573-8511	Duane Hood Dean/Student Svs. Western Texas Coll. Snyder, Tx 79549 (915) 573-8511	Bettie McQueen, Dean of Instruction Western Texas Coll. Snyder, Tx 79549 (915) 573-8511
WHARTON COUNTY JUNIOR COLLEGE		
Jim Coast, Jr. V.P. & Chief Academic Officer Wharton Co. Jr. Coll. 911 Boling Highway Wharton, Tx 77488 (409) 532-4560	Billy Griffith Dean/College & Stud. Services Wharton Co. Jr. Coll. 911 Boling Highway Wharton, Tx 77488 (409) 532-4560	John E. Brooks Dean of Cont. Ed. Wharton Co. Jr. Coll. 911 Boling Highway Wharton, Tx 77488 (409) 532-4560



JTPA SERVICE DELIVERY AREAS

JOB TRAINING DELIVERY SYSTEM CONTACT LIST

SERVICE AREA	ADMINISTRATIVE ENTITY	PIC CHAIR
ALAMO Atascosa, Bandera, Bexar, Comal, Frio, Gillespie, Guadalupe, Karnes, Kendall, Kerr, Median, Wilson Counties	Stuart D. Summers Dept. of Eco. & Emp. P.O. Box 9066 San Antonio, Tx 78285 (512) 299-8080	Gloria Iruegas-Martinez PIC Chairperson P.O. Box 9606 San Antonio, Tx 78204 (512) 434-2722
RURAL CAPITAL AREA Bastrop, Blanco, Burnet, Caldwell, Fayette, Hays, Lee, Llano, Williamson Counties	Kathy Barrett Program Director Williamson-Burnet Co. Opportunities, Inc. P.O. Box 740 Georgetown, Tx 78627 (512) 863-6561	Raymond Smith PIC Chairperson Rt. 2, Box 240 Giddings, Tx 78942 (409) 542-3030
RURAL COASTAL BEND Aransas, Bee, Brooks, Duval, Jim Wells, Kenedy, Kleberg, Live Oak, McMullen, Refugio, San Patricio Counties	Carlos Herrera Executive Director Rural Coastal Bend PIC P.O. Box 1780 Beeville, Tx 78104-1780 (512) 358-1676	Emilio Garza PIC Chairperson P.O. Box 299 George West,Tx 78022 (512) 358-1676
BALANCE OF DALLAS COUNTY Dallas County excluding City of Dallas	Marta Milian, Director Dallas County Dept. of Human Services Emp. & Tng. Div. 4917 Harry Hines Blvd. Dallas, Tx 75235-7792 (214) 920-7843	Ed Finstad PIC Chairperson Ed Finstad Companies 4010 Joseph Hardin, #130 Dallas, Tx 75236 (214) 333-4181
BALANCE OF GULF COAST Austin, Brazoria, Chambers, Colorado, Fort Bend, Galveston, Liberty, Matagorda, Montgomery, Walker, Waller, Wharton Counties	Rodney Bradshaw, Mgr. Aging and Emp. & Tng. Houston-Galveston Council P.O. Box 22777 Houston, Tx 77227 (713) 627-3200	Oscar F. Nelson, Jr. PIC Chairperson P.O. Box 1000 Anahuac, Tx 77514 (409) 267-3115

SERVICE AREA	ADMINISTRATIVE ENTITY	PIC CHAIR
BALANCE OF HARRIS COUNTY Harris County excluding City of Houston	Deanie M. Diamond, Dir. Harris County PIC P.O. Box 96100 Houston, Tx 77213 (713) 451-4257	Peter Lawless PIC Chairperson President Petlaw Chemical Inc. 1304 Washington South Houston, Tx 77587 (713) 941-8387
BALANCE OF NORTH CENTRAL Collin, Denton, Ellis, Erath, Hood, Hunt, Johnson, Kaufman, Navarro, Palo Pinto, Parker, Rockwall, Somervell, Wise Counties	Mike Gilmore, Manager Employment and Training North Central Texas COG P.O. Drawer COG Arlington, Texas 76005 (817) 640-3300	Vivian Edwards PIC Chairperson Personnel Director First Texas Medical Inc. 560 W. Main, Ste. 102 Lewisville, Tx 75067 (214) 221-5139
BALANCE OF SOUTH PLAINS Bailey, Cochran, Crosby, Dickens, Floyd, Hale, Hockley, King, Lamb, Lynn, Motley, Terry, Yoakum Counties	W. D. Powell, Jr. JTPA Director South Plains Community Action Assoc., Inc. P.O. Box 610 Levelland, Tx 79336 (806) 894-6104	T. J. Taylor PIC Chairperson Associated Cotton Growers P.O. Box 499 Crosbyton, Tx 79332 (806) 675-2373
BALANCE OF TARRANT COUNTY Tarrant County excluding City of Fort Worth	Gerald Wright Director of Personnel Tarrant Co. Emp. & Tng. 100 E. Weatherford St. Fort Worth, Tx 76196 (817) 334-1188	Jim Stephens PIC Chairperson 3932 Sand Shell Drive Fort Worth, Tx 76137 (817) 847-1911
BRAZOS VALLEY Brazos, Burleson, Grimes, Leon, Madison, Robertson, Washington Counties	Dale Marsico 3130 E. 29th St. Suite B-181 Bryan, Tx 77802 (409) 779-7443	Roy Kelly PIC Chairperson 3130 E. 29th St.,#B-181 Bryan, Tx 77802 (409) 776-0791

SERVICE AREA	ADMINISTRATIVE ENTITY	PIC CHAIR
CAMERON COUNTY		
Cameron County	Wanda Garza Executive Director Cameron County PIC Suite 209 302 Kings Highway Brownsville, Tx 78521 (512) 542-4351	Timo Hinojosa PIC Chairperson 534 Shary Ave. Brownsville, Tx 78520 (512) 541-5285
CENTRAL TEXAS		
Bell, Coryell, Hamilton, Lampasas, Milam, Mills, San Saba Counties	Walton B. Reedy Executive Director Central Texas COG-JTPA P.O. Box 729 Belton, Tx 76513 (817) 939-3771	Cecil Johnson PIC Chairperson Central Telephone Co. Killeen, Tx 76540-1150 (817) 526-4105
CITY OF AUSTIN/TRAVIS COUNTY		
City of Austin and Travis County	Bill Demestihas Executive Director City of Austin/Travis County 4315 Guadalupe, #303 Austin, Tx 78751 (512) 458-3313	Hank Guerrero PIC Chairperson 2313 South 1st St. Austin, Texas 78704 (512) 442-8437
CITY OF CORPUS CHRISTI/NUECES COUNTY		
City of Corpus Christi and Nueces County	Irma Caballero JTPA Director City of Corpus Christi and Nueces Co. P.O. Box 9277 Corpus Christi, Tx 78469 (512) 880-3170	Larry Tucker PIC Chairperson 3701 Aransas Lane Corpus Christi, Tx 78411 (512) 852-8624
CITY OF DALLAS		
City of Dallas	Frank Garza Interim SDA Director Emp. & Tng. Mgr. 2601 Live Oak Dallas, Tx 75204 (214) 670-8421	Sam Spralls PIC Chairperson Small Business Automators 407 N. Cedar Ridge Road Duncanville, Tx 75116 (214) 780-7690

SERVICE AREA	ADMINISTRATIVE ENTITY	PIC CHAIR
CITY OF HOUSTON		
City of Houston	Terry Hudson Executive Director Houston JTPA 1919 Smith St., #500 Houston, Tx 77002 (713) 654-1919	Gordon Bonfield PIC Chairperson Tenneco, Inc. P.O. Box 2511 Houston, Tx 77001 (713) 757-7676
LUBBOCK/GARZA COUNTIES		
Lubbock and Garza Counties	James Latimer Texas Employment Comm. P.O. Box 2858 Lubbock, Tx 79408 (806) 763-6416	Lyle Way PIC Chairperson Executive Director John Knox Village 1717 Norfolk Lubbock, Tx 79416 (806) 793-3477
CONCHO VALLEY		
Coke, Concho, Crockett, Irion, Kimble, McCulloch, Mason, Menard, Reagan, Schleicher, Sterling, Sutton, Tom Green Counties	James Ledbetter Director Empl. & Training Concho Valley COG P.O. Box 60050 San Angelo, Tx 76906 (915) 944-9666	Billy Willig PIC Chairperson 21 East Sixth San Angelo, Tx 76903 (915) 655-4372
DEEP EAST TEXAS		
Angelina, Houston, Jasper, Nacogdoches, Newton, Polk, Sabine, San Augustine, San Jacinto, Shelby, Trinity, Tyler Counties	Betty Brown JTPA Director Deep East Texas COG P.O. Box 1423 Lufkin, Tx 75901 (409) 634-2247	Floyd Clark PIC Chairperson Clark Development Co. P.O. Box 700 Coldspring, Tx 77331 (409) 653-4654
EAST TEXAS		
Anderson, Camp, Cherokee, Gregg, Harrison, Henderson, Marion, Panola, Rains, Rusk, Smith, Upshur, Van Zandt, Wood Counties	Wendell Holcombe, Dir. OT & ED Programs East Texas COG 3800 Stone Road Kilgore, Tx 75662 (214) 984-8641	Roy Roundtree PIC Chairperson 109 Forest Hills Pittsburg, Tx 75686-0988 (214) 856-3171

SERVICE AREA	ADMINISTRATIVE ENTITY	PIC CHAIR
FORT WORTH CONSORTIUM City of Fort Worth	Richard L. Sapp, Dir. The Working Connection Dept. of Emp. & Tng Program City of Fort Worth 440 South Main Fort Worth, Tx 76104 (817) 870-7530	David Newell PIC Chairperson General Partner Newell and Newell 2501 Gravel Drive Fort Worth, Tx 76118 (817) 284-5555
GOLDEN CRESCENT Calhoun, De Witt, Goliad, Gonzales, Jackson, Lavaca, Victoria Counties	Cleva Schoener Texas Employment Comm. P.O. Box 2149 Victoria, Tx 77902 (512) 578-0341	Bob Neel PIC Chairperson Chief Operating Officer Buchel Bank 106 N. Esplandre Cuero, Tx 77954 (512) 275-2374
HEART OF TEXAS Bosque, Falls, Freestone, Hill, Limestone, McLennon Counties	Bobbie Affleck Deputy Ex. Dir. Heart of Texas COG 320 Franklin Waco, Tx 76701-2297 (817) 756-6631 Beverly Cox, Director Program Operations Heart of Texas COG 320 Franklin Waco, Tx 76701-2297	Louis Salinas PIC Chairperson Mid City Insurance 101 S. 18th St. Waco, Tx 76701-1739 (817) 753-2423
HIDALGO/WILLACY COUNTIES Hidalgo and Willacy Counties	Ramon Cantu Executive Director Dept.of Comm. Affairs County of Hidalgo P.O. Box 1166 Edinburg, Tx 78540 (512) 383-0181	Sergio Munoz PIC Chairperson 1015 N. Conway Mission, Tx 78572 (512) 581-2139
MIDDLE RIO GRANDE Dimmit, Edwards, Kinney, LaSalle, Maverick, Real, Uvalde, Val Verde, Zavala Counties	Juan Pablo Velez JTPA Director Middle Rio Grande Development Council P.O. Box 1199 Carrizo Springs, Tx 78834 (512) 876-3533	Jose Luis Balderas PIC Chairperson P.O. Box 702 Crystal City, Tx 78834 (512) 374-5440

SERVICE AREA	ADMINISTRATIVE ENTITY	PIC CHAIR
NORTH EAST TEXAS Bowie, Cass, Delta, Franklin, Hopkins, Lamar, Morris, Red River, Titus Counties	James Goerke Executive Dir. Human Resources Ark-Tex COG P.O. Box 5307 Texarkana, Tx 75505 (214) 832-8636	James Smith PIC Chairperson Director Public Relations Lone Star Steel P.O. Box 204 Lone Star, Tx 75668 (214) 656-6521
NORTH TEXAS Archer, Baylor, Childress, Clay, Cottle, Foard, Hardeman, Jack, Montague, Wichita, Wilbarger, Young Counties	Beverly Larson Director Training & Job Dev. Nortex Reg. Plann. Commission P.O. Box 5144 Wichita Falls, Tx 76307 (817) 322-5281	Ron Goldstein PIC Chairperson Deco-Paint, Inc. 4619 Misty Valley East Wichita Falls, Tx 76310 (817) 691-0005
PANHANDLE Armstrong, Briscoe, Carson, Castro, Collingsworth, Dallam, Deaf Smith, Donley, Gray, Hall, Hansford, Hartley, Hemphill, Hutchinson, Lipscomb, Moore, Ochiltree, Oldham, Parmer, Potter, Randall, Roberts, Sherman, Swisher, Wheeler Counties	Loretta Kindsfather Director Emp. & Tng. Div. Panhandle Regional Planning Commission P.O. Box 9257 Amarillo, Tx 79105 (806) 372-3381	Linda Peirce PIC Chairperson Personnel Manager Haliburton Services P.O. Box 7808 Amarillo, Tx 79110 (806) 353-7226
PERMIAN BASIN Andrews, Borden, Crane, Dawson, Ector, Gaines, Glasscock, Howard, Loving, Martin, Midland, Pecos, Reeves, Terrell, Upton, Ward, Winkler Counties	Willie Taylor JTPA Director Permian Basin Regional Planning Commission P.O. Box 6391 Midland, Tx 79711 (915) 563-1061	Dave Cox PIC Chairperson National Furniture Exchange, Inc. 301 North Grant Odessa, Tx 79761 (915) 333-2856

SERVICE AREA	ADMINISTRATIVE ENTITY	PIC CHAIR
SOUTHEAST TEXAS Hardin, Jefferson, Orange Counties	Linda Brown Director Emp. & Tng. South East Texas P.O. Drawer 1387 Nederland, Tx 77627 (409) 727-2384	Art Spencer PIC Chairperson Chevron Oil Corp. P.O. Box 701 Port Arthur, Tx 77640 (409) 983-3301
SOUTH TEXAS Jim Hogg, Starr, Webb, Zapata Counties	Horacio Acevedo Executive Director South Texas PIC P.O. Box 1757 Laredo, Tx 78044-1757 (512) 722-3973	Mike Villareal PIC Chairperson P.O. Box 127 Laredo, Tx 78041 (512) 722-2471
TEXOMA Cooke, Fannin, Grayson Counties	Siras Browning JTPA Director Texoma Regional Plann. Commission 10000 Grayson Drive Denison, Tx 75020 (214) 786-2955	Jim Crittenden PIC Chairperson Crittenden Propane Co. East Sam Rayburn Dr. Bonham, Tx 75418 (214) 583-4212
UPPER RIO GRANDE Brewster, Culberson, El Paso, Hudspeth, Jeff Davis, Presidio Counties	John H. Fuller President Suite E-235 2211 E. Missouri El Paso, Tx 79903 (915) 541-2580	C.S.(Dusty) Rhodes PIC Chairperson El Paso Natural Gas 304 Texas Avenue El Paso, Tx 79901 (915) 541-2580
WEST CENTRAL TEXAS Brown, Callahan, Coleman, Comanche, Eastland, Fisher, Haskell, Jones, Kent, Knox, Mitchell, Nolan, Runnels, Scurry, Shackelford, Stephens, Stonewall, Taylor, Throckmorton Counties	Tom Smith, Director Occ. & Tng. Dept. West Central COG P.O. Box 3195 Abilene, Tx 79604 (915) 672-8544	W. Judd Jones PIC Chairperson Texas Instruments P.O. Box 5729 Abilene, Tx 79608 (915) 672-8544

FEDERAL VOCATIONAL EDUCATION RESOURCES
(for period July 1, 1987 - June 30, 1988)

CARL D. PERKINS VOCATIONAL EDUCATION ACT

TITLE II Basic Grant		$54,279,483
1. State Administration	3,000,000	
2. Balance for Parts A and B	51,279,483	
Part A Special Populations	29,229,305	
Handicapped	5,127,948	
Disadvantaged	11,281,486	
Adult Training/Retraining	6,153,538	
Single Parents/Homemakers	4,358,756	
Sex Equity	1,794,782	
Offenders	512,795	
Part B Improvement	22,050,178	
TITLE III Special Programs		2,371,522
1. Community Based Organizations	401,312	
2. Consumer and Homemakeing	1,970,210	
TOTAL FEDERAL VOCATIONAL EDUCATION RESOURCES		$56,651,005

SECONDARY AND POSTSECONDARY SPLIT OF
VOCATIONAL EDUCATION ALLOTMENTS
(Carl D. Perkins Vocational Education Act)
for period July 1, 1987 - June 30, 1988

	Allotments			
	Secondary	%	Postsecondary	%
TITLE II-BASIC GRANT	$31,972,868	58.9	$22,306,615	41.1
1. State Administration	2,200,000	73.0	800,000	27.0
BALANCE FOR PARTS A & B	29,772,868	58.1	21,506,615	41.9
2. PART A-EDUCATION OPPORTUNITIES	14,337,743	49.1	14,891,562	50.9
(a) Handicapped	3,333,166	65.0	1,794,782	35.0
(b) Disadvantaged	7,332,966	65.0	3,948,520	35.0
(c) Adult Training	1,661,455	27.0	4,492,083	73.0
(d) Single Parent/Hm	958,926	22.0	3,399,830	78.0
(e) Sex Equity	538,435	30.0	1,256,347	70.0
(f) Corrections	512,795	100.0	-0-	-0-
3. PART B-PROGRAM IMPROVEMENT	15,435,125	70.0	6,615,053	30.0
(a) Statewide Activities	4,226,879		3,629,017	
(b) Formula Allocations	11,208,246		2,986,036	
TITLE III-SPECIAL PROGRAMS	2,371,522	100.0	-0-	-0-
1. Community Based Organizations	401,312	100.0	-0-	-0-
2. Consumer & Homemaking Ed.	1,970,210	100.0	-0-	-0-
TOTAL FUNDS	$34,344,390	60.6	$22,306,615	39.4

JOB TRAINING RESOURCES
(for period July 1, 1987 - June 30, 1988)

JOB TRAINING PARTNERSHIP ACT

TITLE IIA Adult and Youth Programs			$133,423,215
78%	Formula Allocations to SDAs	104,070,108	
8%	Education Coordination	10,673,875	
3%	Older Workers Programs	4,002,696	
6%	Incentives/Technical Assistance	8,005,393	
5%	State Administration	6,671,161	
TITLE IIB Youth Programs			$ 43,439,896
TITLE III Dislocated Workers			$ 10,951,506
	o Formula Allocation	10,951,506	
	o Discretionary	0	
TITLE IV-C Veterans			$ 535,000*
TOTAL JOB TRAINING RESOURCES			$188,349,617

*NOA not received as of August 1, 1987.